

# The Catholic School Journal

A Monthly Magazine of Educational Topics and School Methods

DO NOT CLIP  
THIS NUMBER.



GLAD TIDINGS OF GREAT JOY.

FROM PAINTING BY FLOCKHOREY

"Glory to God in the highest; and on earth peace to men of good will"—Luke 2, 14.

## The Catholic School Journal

A Magazine of Educational Topics  
and School Methods.

ISSUED THE FIRST OF EACH MONTH, SEP-  
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**MANUSCRIPTS:** The Journal is always pleased to receive articles from experienced workers in the field of Catholic education. One of the original purposes in establishing the magazine was to give Catholic school teachers a medium for the exchange of views and experiences. If you have ideas or suggestions that you think will be of value to your fellow-workers, do not hesitate to send them to The Journal.

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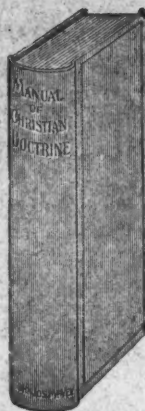
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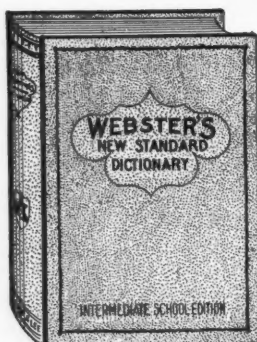
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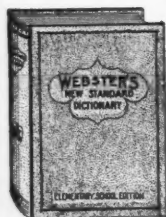
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## CHURCH CALENDAR FOR DECEMBER, 1906.

- |     |     |   |
|-----|-----|---|
| S.  | 1—  | Elligius, B. Nahum, Pr. Olymp. M.                         |
| M.  | 2—  | First Sunday in Advent. Bibiana, V. M. Paulina.           |
| S.  | 3—  | Francis Xavier. Sophonias, Pr.                            |
| T.  | 4—  | Peter Chrysologus, B. D. Barbara.                         |
| W.  | 5—  | Sabbas, Ab. Bassus. Pelinus, B. M.                        |
| Th. | 6—  | Nichalos, B. Dyonisia. Leontia.                           |
| F.  | 7—  | Ambrose, B. D. Polycarp. Urban.                           |
| S.  | 8—  | Immaculate Conception. B. V. M.                           |
| S.  | 9—  | Second Sunday in Advent. Leocadia. Gorgonia.              |
| M.  | 10— | Transl. H. House of Lor. Melchad.                         |
| T.  | 11— | Damasus. Daniel. Barsabas. Thraso.                        |
| W.  | 12— | Our Lady of Guadalupe. Synesius.                          |
| Th. | 13— | Lucy, V. Othilia. Orestes. Jodocus.                       |
| F.  | 14— | Nicasius. Eutrophia. Agnellus.                            |
| S.  | 15— | Christiana, V. M. Valerian. Max.                          |
| S.  | 16— | Third Sunday in Advent. Eusebius. Albina.                 |
| M.  | 17— | Lazarus. Sturmius. Olympias, W.                           |
| T.  | 18— | Expectation B. V. M. Theotimus.                           |
| W.  | 19— | Ember day. Nemesius. Adjutus.                             |
| Th. | 20— | Eugene, M. Theophilus. Liberatus.                         |
| F.  | 21— | Ember day. Thomas, Apostle.                               |
| S.  | 22— | Ember day. Zeno, Honoratus.                               |
| S.  | 23— | Fourth Sunday in Advent. Victoria, V. M.                  |
| M.  | 24— | Adam and Eve. Tharsilla. Vigil.                           |
| T.  | 25— | Christmas. Anastasia. Eugenia.                            |
| W.  | 26— | Stephen, Protomartyr. Denis, P.                           |
| Th. | 27— | John, Ap. Ev. Maximus. Theophanes.                        |
| F.  | 28— | Holy Innocents. Theophila, V. M.                          |
| S.  | 29— | Thomas of Canterbury. B. M. David.                        |
| S.  | 30— | Sunday After Christmas. Anysla, M. Sabinus, B. Rainer, B. |
| M.  | 31— | Silvester, P. Columba, V. M. Hermes.                      |

We are pleased to announce a new series of catechetical articles by "Leslie Stanton," a religious teacher whose contributions to The Journal last year called forth many letters of appreciation from Catholic teachers in different parts of the country. The forthcoming series, the first article of which will be found in our next issue, will consist of a number of model lessons on Christian Doctrine adapted for classes in the grammar grades. They will be based on stenographic reports of lessons that have actually been given by experienced and successful teachers, and will afford an abundance of suggestions and practical helps.

There is no branch in the curriculum that deserves more attention than Christian Doctrine, for religious instruction is clearly the all-important work of our schools. There is no time in school life when the careful preparation and presentation of this subject by the teacher is more urgent than during the grammar grade years, for then pupils are constantly dropping out of school to go to work and of those who remain the great majority complete their education upon graduation from the eighth grade. Whatever strength of Christian faith these young

people are to possess to safeguard and encourage them in the battle of life, will necessarily depend upon how vital and effective has been the religious instruction given them in their last years at school. For these reasons every grammar grade teacher should read carefully the entire series here announced. If you know of a grammar grade teacher who does not receive The Journal you will be doing her a favor by calling her attention to this announcement.

The model lesson plan to be followed in these articles is the most helpful and effective method of showing just how important subject matter should be presented to a class. Observation visits to the classes of a notably successful teachers are sure to result in a fund of suggestions and inspiration. But it is not always possible or convenient to visit these teachers, and hence we are going to bring the work of a number of good teachers directly to our readers, through the medium of stenographic reports. The statement that "Leslie Stanton" will prepare these model lessons from actual class work is a guarantee of their practical value and real help to all grammar grade teachers.

\* \* \*

Introduce the religious element into your Christmas program. While there is no objection to the use of the Santa Claus idea, so interesting an attraction to children, the true meaning and significance of this great feast as observed by the Church should be brought strongly to the attention of pupils. To this end we have, included in the contents of this number of The Journal, a brief story of "The First Christmas Night," written for children by Rev. Mother Mary Loyola of York, England. Teachers will find here an attractive narration of the coming of Our Redeemer, with a conclusion that points the lesson of this momentous event. The story should form part of every program for the last afternoon. It should be read aloud by the teacher or by the best reader in the class. Recitations embodying the religious significance of the feast are plentiful, and a number of them should have place on the program.

\* \* \*

The cold winter months bring problems of ventilation to the great majority of teachers. Comparatively few school buildings, even among those of recent construction, are equipped with adequate ventilating systems. In





most cases teachers have to rely on window ventilation. It is desirable under these circumstances to have at hand some device that can be placed under the raised window so as to admit fresh air without causing a draft. Any carpenter or handy person can make a plain board wind shield that will set at an angle to the window sill and deflect the current of fresh air upward. A common arrangement for this purpose is made by the insertion of a stove-pipe elbow, with damper, in a board the width of the window. The upturned elbow prevents the current of cold air from striking the heads of the children nearest the window.

**Recess periods should not be abolished in winter.** During these months, more than at any other time of the year, there is need for pupils to get out into the fresh air and shake off the drowsy feeling resulting from the warm and vitiated atmosphere of the classroom. These few minutes of recess give the teacher an opportunity to effect a complete ventilation of the room by opening wide all the windows. The reason usually assigned for discontinuing the recess period in winter is that the children run the risk of catching cold by going out. There is practically no danger of this if they are required to put on their wraps. Make the recess period five minutes longer in winter to allow for the putting on and taking off of wraps. The time given to recess is time well spent, for the pupils come back refreshed, keen and eager for work. If they are kept in the room during the entire session they are in no condition for profitable work during the last hour or so.

**It is not expected that the science of government and political economy will be taught in the lower grades of our schools, although that is where they are most needed, for the vote of the grammar-school and primary-school "graduate" is as powerful as that of the college graduate, and such voters are far more numerous; but there are many features of social economy that can be taught in the lower schools, and the precepts of good government can be shown, and striking examples may be brought up to foster these precepts in children's minds. When the future voter is taught that the ballot is a trust placed in his hands by the community, and for the good of the community, he is not so likely to become an automaton in voting.**

The child is too seldom taught that the way in which he does his little tasks is really making his character. Mere smartness, and greedy activity, is too often confounded with ability—and unfortunately it too often leads to worldly success. The relations and duty of the child (and man) to society, the town, the state, the country, and to mankind should be taught as living subjects and not as mere lessons to be learned; and the place to begin it is right in the schoolroom, in the relations with fellow-pupils and teachers and the community in which they live. If these matters are properly taught, even those who leave school in the years of childhood will carry with them into life a spirit of thoughtfulness for others that will be a guide in making the decisions that must be made by all citizens and voters. A feeling of the duty to society and the state can be and must be impressed upon the minds of the school children.

1. How many states and territories in the Union?
2. Is Hawaii a territory or a state?
3. Can it ever become a state?
4. What state was last admitted,

"Inquirer," Patterson, N. J.

Answers: 1. Forty-six states and five territories. 2. Hawaii is a territory. 3. Yes. 4. Oklahoma and Indian Territory were last admitted under the name of Oklahoma.

**Have you paid your subscription to The Journal for the current school year? If not, make it a point to do so at the first opportunity. Don't let the Christmas vacation slip by without attending to this.**

## THE HARD, GLAD, OLD TIMES.

By "Carola Milanis," O. S. D.

Yes, I belong to the "Old Times," thank God! There was an earnestness, a sincerity, a piety, a sharp, severe discipline about them that I am glad I did not miss. It is wonderful how we thrived and *Worked* (the word merits its capital and its italics) on poor food, microbes, bacilli, bad air, typhoid, flies and yellow-fever mosquitoes! And we have not stopped working yet, either; we manage to fit in somewhere among the "modern improvements." We taught all day, and we visited the poor and the sick after school, and contagious diseases, or infectious fevers never daunted us, or caught us. 'You had the scarlet fever after you were a Sister,' says some old friend, while reading this. Yes; but I caught it in a crowded store, while buying fildalls for the school children's Christmas tree, not in the homes of the poor and the suffering. I didn't get off from an hour's school work on account of it, either, for I entertained it (it was an awful guest and in its worst humor) during the two weeks of Christmas vacation, and did my convalescing-in school. Behold all the physicians and trained nurses holding up their hands in holy (no, "modern") horror! They needn't, though. God was so old-fashioned in those days; He used to take care of His own, when they were not so busy taking care of themselves. None of the Sisters in our little community had had the fever and none of them took it from me. Moreover, let me tell you something else about the dear Lord's antiquated ways of managing His children's affairs in those times of simple faith.

No story is so interesting in the present as one that gets its local color from a wicked city in the "Middle West." Well, it was in such a city that I was so unmannerly as to monopolize the scarlet fever. That same winter the fever and its distinguished relative, the diphtheria, raged so fearfully in our part of the city that all the public schools, by order of the city physician, were closed. Our children, from the alleys and the tenements, and the houses "in the rear," came to school every day, neither they, nor any of their relatives had either of the dread diseases. "Why?" Let me whisper the rest of it, lest some respected physician, or some devoted trained nurse should hear me, and laugh at me. We took the children to our poor little chapel every day; they sang a hymn to the Sacred Heart of Jesus and recited the Litany, begging to be preserved from contagious diseases. Wait a minute, dear doctors and nurses, don't laugh. Would we presume on such aids in these days? That depends. "God helps those who help themselves." We used the only means we had for the times and the circumstances. God's will towards His human children is wonderfully flexible, it bends to their will in appealing directly to Him, or in reaching the same result through the means which His wisdom has permitted to be discovered and successfully used. That is one of the reasons I am rejoicing that I belonged to the glad "Old Times," when God was not the Omnipotent and Omniscient Scientist, but the loving Father who bent His ear and His heart to His children's cry, rather than His mind and His hand.

## TEACHING OF TEMPERANCE IN THE SCHOOLS.

Archbishop Bruchesi of Montreal has inaugurated a temperance movement among the Catholic school children of his province. The archbishop believes that if temperance is taught and pledged to all Catholic youth up to the age of twenty-one years, the liquor problem and its consequent evils will disappear to a large extent within a few years.

"The curative methods have been wrong in the past," he said. "We acknowledge it, and we are starting out on new lines. Formerly, as now, a child was taught from the cradle that to lie, to steal, and to cheat were crimes which every good boy and girl should avoid and abhor, but the good mother and father never once thought of adding: 'Thou shalt not drink whisky.'

"Hence the great defect in the training of the home circle. Children saw liquor kept in the house, they saw father and friend take a friendly glass, and who would think of failing to indulge in the 'petit coup' at New Year's, or when another little one came to gladden the home circle. The children would ask, and would be, of course, refused at a tender age, yet at sixteen or seventeen they too must begin to drink, and treat their companions."

Under the new order of things they will be taught that to drink liquor is an evil and a foolish custom. The thousands of little girls and boys who made their First Communion will promise, he declares, not to drink intoxicating liquors, and through such impressive mediums as the father, the mother, the parish priest, the confessor, the teachers (both lay and clerical), and by every means in the power of the religious authority of the Montreal archdiocese will the good work be carried on.

From information received through his parish priests and missionaries, the archbishop believes that when all of these influences have been at work for a number of years, especially in the rural parts of his diocese, public opinion will be so formed on the question of temperance that saloons will disappear simply because there will be very few to patronize them.

"I believe this," he said, "because, after all, our people are good, they are true to the teachings of the church and they have retained the faith. There are absolutely no signs of defection. I believe the people of my diocese are really more fervent now in their religious duties than ever before."

The archbishop himself does not use liquor, nor does he serve it at his table, no matter how distinguished a guest he may have.

#### SOME TIMELY CAUTIONS ON

#### RELIGIOUS TEACHING IN OUR SCHOOLS.

By Rev. J. J. Clifford (Los Angeles, Cal.).

Under the divine assistance which has been promised to the church, the Catholic school is the most potent influence for instilling into the minds of persons the practical knowledge of the duties which have their origin in Christianity.

There is a danger that we misuse the system of Catholic education. We have Catholic schools and colleges, and yet they may be Catholic in theory and not in practice. In those schools of ours we may emphasize the points wherein we agree with secular education, and attach too little importance to those points which give to our system the coloring which is not found in the other. That there are many subjects common to the secular and religious systems of education goes without saying. Herein lies the danger to our position. We try to procure as good results as does the secular system. In this aim after results which will bear comparison with those procured by secular schools, we may risk the proper teaching of those subjects which differentiate our schools from others.

#### Time to be Given to Catechism.

Oftentimes more attention is paid to secular than religious subjects. Looking over some catalogues of Catholic schools and colleges we find that the catechism in them occupies a most obscure place. Where we find four or more hours a week devoted to the classical or mathematical, or scientific or literary course, we find but one measly half-hour given to the teaching of Christian doctrine. If there be but one hour a week devoted to catechetical instruction, we have no right to deceive the people into believing that their children go to Catholic schools. Furthermore, it is a manifest imposition on the generosity of Catholics to build and maintain schools in which the main ideas of a Catholic educational system are almost lost sight of. The catechism should hold as important a place in the curriculum of a Catholic school as Latin, English composition, algebra, arithmetic. The main function of a Catholic school is to teach the cate-

chism. The function of the stomach is to digest food, not nails. We destroy utterly the end of our educational system if we relegate the catechism to the basement. That is what has been done by certain schools, which trade on their Catholic name, but which are no more Catholic than the Whittier State school, with a Sunday school lesson thrown in.

#### Religious Atmosphere in School Not Enough.

Perhaps some may take exception to what I have expressed, and I have no doubt that some will object. They will say that what gives a Catholic school its position is the religious atmosphere which is thrown around the pupils. The devotional exercises at certain times during school hours impress the child. The religious garb of the teacher suggests religion. No one will deny that there is a religious atmosphere in our schools. Yet, if the catechism be not thoroughly and efficiently taught, the religious atmosphere will remain external, and will produce no internal effects. It will remain but an atmosphere. This explains why Protestant pupils are entirely unaffected in Catholic schools. They leave the school as hopelessly protesting as they entered. They had the Catholic religious atmosphere during their time at school. They were present at all the religious exercises which were held in the chapel. I have read somewhere that it is the proud boast of some Catholic schools that they graduate their Protestant pupils, more than ever firmly entrenched in their religious belief. Might not the same causes work the same effects in Catholic children. It is silly in the face of such facts to assert that a religious atmosphere is sufficient for Catholic children. That atmosphere must be transmitted to the mind and heart and will. It can be done only through catechetical instruction. One hour a week is not sufficient. If any one thinks differently, what's the use of the expense incurred when we can obtain just as good effects from the Sunday school which occurs but once a week.

#### The Difficulties of Catechetical Instruction.

Catholic educationalists should be alive to the importance of catechetical instruction. The teaching of the catechism is the driest and hardest and most wearisome of instructions. To the difficulties inherent in the catechism there should not be added any other. The difficulties of acquiring an accurate knowledge of Christian doctrine will be increased manifold if the catechism be deemed the least important subject in the course of studies of a school or college. There is a greater need of a knowledge of the catechism nowadays than in former times. The boy or girl who leaves school to enter into the hard struggle for a livelihood has many difficulties to overcome. The religious atmosphere of the school is changed into an atmosphere that is far from being religious. Unless he has been well grounded on the principles of religion, he will not be able to overcome the obstacles moral and intellectual, that cross and recross the path which leads to fidelity toward God. There is every inducement to turn his back on God and religion, and unless the Catholic system of education has been of help to him, there is no other means available to enable him to attain eternal life.

The Catholic school connotes religion. Religion is best advanced by the knowledge one possesses. That knowledge of religion cannot be gained by supernatural illumination, or by regularly recurring revelations made by God. The mode of acquiring the knowledge of religion is similar to the mode of acquiring the knowledge of other subjects. The study that leads best to the acquiring of religious knowledge must be placed in the forefront of our educational system.

#### THE PRESENTATION OF AMERICAN HISTORY.

By Charles H. McCarthy

(Professor of History in Catholic University).

In the popular works upon American history as well as in the more scientific treatises upon the subject there is often apparent both a lack of logical sequence in the arrangement of topics and an absence of any adequate treat-

ment of elements which contributed greatly to determine the character of events. In the discussion of several very important epochs in our history these defects may be noted. Indeed, in examining some of the very best narratives of the first great era of American history, the period of discovery, one finds an illustration of these deficiencies.

By the historians of a former generation the discovery of new lands, and the consequent extension of geographical knowledge, was ascribed to the explorer's desire for fame; by later inquirers we are told that such voyages were undertaken solely in expectation of profits to be derived from trade with the natives of those distant regions. In the discovery of America the personal element and the economic force were undoubtedly present. There was, however, as well in the preceding discoveries as in that great achievement a religious element which was not without its influence in shaping the successive events which brought a Spanish expedition to the Bahamas.

Almost a thousand years before the birth of Columbus, Christian missionaries manifested an activity and zeal which in a few centuries added somewhat to the geographical knowledge of their times. Still later the religious spirit carried multitudes into western Asia, where they learned something of the productions of India and the remoter East. Though the apostolic spirit of the thirteenth century appears to have been no important factor in directing to Cathay the uncles of Marco Polo, it soon became a connecting link between Peking and Avignon. To the zeal and intelligence of Franciscan missionaries Europeans of that age were chiefly indebted for their knowledge of the people and the resources of Cathay. The consecration, in the fourteenth century, of Friar John of Monte Corvino as archbishop of Cambulac (Peking) as well as the appointment of suffragan bishops implies the existence in China of a numerous body of Christians. If examined carefully the communications from those early eastern missionaries with Avignon and Rome would afford the historical student of today a better notion of what was then known concerning the people and the resources of China than could be conveyed by even the most ingenious speculations upon the subject. So far as the writer is informed this ground is practically untraveled. The historical activity of the present time, however, will not long neglect the cultivation of so promising a field.

In discussing the more important incidents in the Spanish exploration of America the early authors of school histories of the United States present them as so many isolated events, and the immature student never suspects the existence between any two of them of the slightest possible connection. The example of these pioneers in the text-book field has been imitated by their more scholarly successors. At first sight it may not appear entirely clear that the conquest of Peru had any influence upon de Soto's exploration of the southwest; that the same event was in the least affected by the ill-fated expedition of Narvaez or that his enterprise received its impulse from the conquest of Mexico; yet those achievements are united by circumstances of unusual interest. Though the entire epoch between 1492 and 1565 was filled by the most varied activity, the conspicuous events were not unrelated. In intrinsic interest a narrative based upon these incidents would be little inferior to the creations of fiction. History thus presented would be more easily remembered than the barren and uninviting collection of dates and names which is commonly placed before the student, and which scarcely any system of mental economy is capable of mastering. Similarly it will be found that running through the mazes of English exploration, especially in the second phase of British nautical activity, a fixed purpose may be discerned. The existence of a plan regulating the succession of French enterprises is no less evident.

Even in the limits of a school book these plans could be traced in outline. It may be objected that so simple an account as would be necessary to carry out the pro-

posed arrangement would make our school histories unduly large. It is well known to teachers, however, that the condensed history is seldom the brief one. A meager narrative in even the best of our American history text books is perhaps the most marked limitation.

In treating the colonial period even the more complete accounts say little or nothing on the very important subject of finance, though it was the crude methods of raising and applying public resources that explain the very inadequate fiscal system of the Revolutionary era. The immature student believes that the expedients for defraying the expenses of the continental government were devised by the statesmen of 1776, and, perhaps, it never occurs to him that many of the main features of that system were inherited from colonial times. Of itself, indeed, this item of information is of no extraordinary value, but the loss to the student is considerable, for he fails to perceive clearly the law of progress in governmental affairs. If, on the other hand, the connection between the systems is clearly established, the student will not imagine, as otherwise he is almost certain to do, that a gulf separates the events of 1774 from those of 1784.

In examining the causes of the War of Independence too much attention is commonly given by school books to a discussion of questions mainly academic. Even if America had been granted representation in Parliament, the restraints upon trade would have been no less burdensome; besides, representation upon terms less than equality is insufficient for defensive purposes. In the minds of the patriots the great issues were always more or less closely bound up with economic considerations. Constitutional questions always began to assume a new interest to the owners of ships when they found their vessels condemned as prizes in a court of admiralty.

Nearly all the earlier historians of the Revolution treat the memorable struggle as a revolt against British authority. In its origin, indeed, it was nothing more. Long before its conclusion, however, it was but part of a public war, and any narrative of its later stages is defective which takes no note of the incidents of the struggle beyond the jurisdiction of the United States. If there is in our popular histories any account of the brilliant campaign of Galvez along the shores of the Mexican gulf, the writer has not seen it. Yet that young officer's achievements were surpassed by few or only by the very ablest of the commanders in the continental army. Then, too, his successes weakened the common enemy. But even before Spain became a party to the war her indifferent enforcement at New Orleans of neutral obligations was a source of strength to the American cause. This, together with the operations of hostile fleets in the Gulf, is a theme worthy of investigation and was not without some influence upon the conclusion of the war. But, strange as it may appear, so interesting and instructive an incident of the Revolution has received from our historians no attention whatever. For this neglect, the tendency to construct books upon the models of former generations may be somewhat responsible. From the pens of the commercial historians we can seriously expect no contribution to a subject requiring research. It is easier to do over what was already in good literary form, and by invoking the assistance of the representative arts impart to the familiar the appearance of novelty.

Whether one examines the epitome in the school history or the more comprehensive account in the treatise there is never any lack of grateful acknowledgment to our first and most generous ally. The splendid services of France are never concealed, but for reasons somewhat difficult to understand their precise nature is always left a trifle vague, and except to those who have had an opportunity of examining the diaries of those who were a part of the struggle few Americans are familiar with the full extent of the early national obligation to France.

Every school boy and school girl in America is aware that Brunswickers, Waldeckers and Hessians served during the Revolution in the armies of England, and, perhaps, this knowledge is not without its influence in forming their estimate of the German people. For this service,



petty German princes and the British government were mainly responsible. But then there were great numbers of that race serving with distinction in the armies of France. For this assistance, it is true, national gratitude is due to the French and not to the German state, but it is the duty of the historian to relate all the facts. This habit of taking a contracted view of the War of Independence is chiefly responsible for the fact that one seldom or never finds in a school history of the United States any allusion to the friendly attitude of Holland or any statement of her services.

#### METHOD OF TEACHING A PRACTICAL DEVOTION TO THE BLESSED VIRGIN.

By Rev. Edmund Hill, C. P.

The child mind is peculiarly susceptible of this devotion. It learns the sweet names of Jesus and Mary together, and the "Hail Mary" along with the "Our Father."

1. First, then the teacher should implant in the child-mind a great love and reverence for the title "Mother of God." Let the child be drawn to look upon the Mystery of the Incarnation as the fountain-head of the Catholic religion. Let it be taught very carefully:

(a) That the Second Person of the Adorable Trinity became the Son of His own creature; that the Son of the Eternal Father is equally the Son of the Blessed Virgin Mary, now that He is Man.

(b) That this is what we mean when we call Mary "Mother of God"; that she is as truly the Mother of the Eternal Son as the First Person of the Trinity is His Father.

2. Next, let the teacher impress upon the child-mind that the Blessed Virgin is *our* Mother too.

(a) That Jesus Himself gave her to us as our Mother.

(b) That we have the full right to call her our Mother, and the privilege to love her as such.

(c) That, being our Mother, she in turn loves us; and with a greater and more tender love than that of any earthly mother; and is personally interested in the salvation of each one of us.

(d) That we need such a Mother as our Advocate with Jesus; because Jesus is not only our Savior but our Judge. How often, after offending Him, we deserve to remain unforgiven; but Mary can always secure His pardon for us.

3. Thirdly, let the child be taught to go to Jesus through Mary. He came to us through Mary; and we can find no better or safer way of going to Him than through Her.

(a) When we pray to Him, we should always say first, "With Thee and through Thee, dearest Mother, let me come to Jesus now and always, that He may receive me graciously." This is particularly to be said when we visit our Lord in the Blessed Sacrament.

(b) So, again, when we hear Mass, let us place ourselves at Our Blessed Lady's side, as she stood by the Cross while her Divine Son hung and died upon it.

(c) And when we are preparing for the Sacrament of Penance, let us be sure to ask her protection and help that we make a worthy confession and not fail to obtain God's forgiveness.

(d) Once again, when approaching Holy Communion, what can we do better than to ask our dearest Mother to lend us her Heart to receive Jesus with? Let us offer to Our Lord His sinless Mother's heart with all its perfect love and dispositions at the moment when she became His Mother and in all her Communion. Jesus told Sister St. Peter, the Carmelite, to do this very thing as a preparation for Communion.

4. Fourthly, there are certain little prayers—"aspirations" or "ejaculations," as they are called—which a child can easily learn. Here are two:

"Sweet Heart of Mary, be my salvation!"

"Immaculate Heart of Mary, be my refuge!"

Quite distinct; and each indulgenced 300 days.

The first can be said at all times, as when we hear the clock strike; the second is particularly useful in mo-

ments of temptation or of danger, or after falling into sin.

"Mary, Mother of Mercy, pray for me!" is another, which goes very well with "My Jesus, Mercy!"

5. Lastly, a child will readily understand the practice of giving to our Heavenly Mother, and through her to Jesus.

In making our "morning offering" in the beautiful "Apostleship of Prayer," we say, "O, Jesus, I offer Thee through the Immaculate Heart of Mary, all my prayers, work and sufferings of this day, etc."

Children should, of course, be taught this most excellent devotion to the Sacred Heart; and it is easy to show them that to give everything to Mary is the most perfect way of giving it to Jesus, since He must ever welcome what He receives through Her. And here is a lovely prayer, soon learned, which follows the "morning offering" very aptly:

"Heart of Mary, Heart of my Mother, I unite with thy purity, thy sanctity, thy zeal, thy love, all my thoughts, words, actions, and sufferings this day; that there may be nothing in me which not became through thee, a pleasure to Jesus and a gain to souls."

#### VERTICAL WRITING IS BAD STYLE.

##### WILL NOT DO FOR BUSINESS.

By A. A. Pribnow.

In a recent summary of the replies received from several hundred employers stating the respect in which they find boys who enter their employ deficient, it appears that the greatest percentage of deficiency lies in the matter of penmanship.

Within the last decade I have had occasion at different times to advertise for office clerks and bookkeepers and have received hundreds of letters in response to such advertisements, and a large percentage of all the letters so received were laid aside as "impossibles" upon the first reading, and some of them without reading, on account of poor penmanship.

For this condition of poor penmanship I hold to blame largely the vertical style of writing which has been taught in the schools. Few people can write the vertical style as taught in the schools rapidly and make it anything better than a scrawly looking affair, and spread over twice the amount of space that it ought to cover. I should be glad to see the instructors in our schools go back to the Spencerian or partial slant style, which is better adapted for business purposes.

##### Takes Effort and Practice.

While to some persons it seems to come natural, with comparatively little practice, to write beautifully uniform "hands," with most people it requires careful and painstaking effort and a great deal of practice to become good penmen. It is necessary to keep a careful eye on one's work to see that all the letters are made uniform in size, height and slant. One time the manager of an office employing a number of clerks and bookkeepers came to me with a letter in his hand and with the remark that "any style of writing looks good provided it is uniform throughout." He handed me the letter, which was written in a peculiar style. That is, the letters were of peculiar form and slant, but throughout the entire page all the letters of like kind were like size, like shape, and like slant, and there was a uniform and neat appearance about it that made it, I had to admit, look good, although odd. But I did not consider it a practical style of penmanship for business purposes, as I felt sure that it would not be possible with that style of writing to do rapid work, and speed as well as neatness on the part of the clerk in an office is essential.

##### Be Careful with Application.

When making an application in writing for a position in answer to an advertisement the applicant should remember that his application is likely to come in competition with anywhere from fifty to several hundred applications from other parties, and that the employer who makes his selection from these applications has nothing

except the letters before him from which to judge the character, ability, trustworthiness, neatness, etc., of the applicant, and remembering this the applicant will not fail to realize the importance of putting forth his best effort in preparing his letter of application.

It may be well for the benefit of those who are inclined to a lack of self-confidence to utter a word of caution here that they should not become scared at the critical moment, as they would not be able to do themselves justice in that condition either in appearance of themselves or their penmanship. It is essential for the new beginner to have a reasonable amount of self-confidence. Given my choice, however, between the over-confident and the over-modest youth, all other things appearing equal, I would prefer to take chances on the over-modest one, as, with practical experience and maturer years, he would gain the required degree of self-confidence and he would be more ready to receive suggestions and to observe and learn things than the over-confident one who has the idea in his head that he knows it all and that there is nothing more for him to learn.

Shading and superfluous flourishes are an abomination in the penmanship of a bookkeeper or record clerk. A plain but graceful, free and easy flowing style is the most desirable.

### THE FIRST CHRISTMAS NIGHT.

#### A Story to Be Read to the Class.

(By Rev. Mother Mary Loyola (York, England).)

The time came when Joseph too was to know what the Angel of the Lord had declared unto Mary. An Angel, perhaps Gabriel again, came to tell him who she was that swept and washed and cooked in his little cottage, and went about her daily work as the simplest and lowliest of the women around. He told him, too, that her Child was to be called JESUS, because He would save His people from their sins.

Think with what new veneration Joseph looked upon Mary now, and what quiet, deep talks they had together. They pondered the words of holy Scripture; they studied the types; they put prophecy by the side of prophecy. Because their hearts were so pure, they saw better than the learned doctors of the Law the meaning of these types and prophecies, and they wondered more and more that they should have been chosen to be so near to Jesus when He came. That blessed Name at which St. Paul says every knee should bow, each had first heard from an Angel's lips. How reverently they pronounced it. To the world outside, the Promised One all were expecting was "the Messiah," or "the Christ;" to Mary and Joseph alone He was "JESUS."

Mary and Joseph knew from the prophecy of Micheas that Bethlehem, six miles south of Jerusalem, was to be the birthplace of the Messiah. This was four or five days' journey from Nazareth. When were they to go? And what reason could they give to their neighbors for suddenly quitting their home? And were they to quit it for good? The answer to these questions was: "Let us leave all to God; He is watching and guiding everything; He has come to our help always in the past." And so they waited in peaceful trust for a sign of His Will.

One day (1906 years ago) there was great excitement in the market-place of Nazareth. A decree had gone out from Rome for the whole world to be enrolled. Augustus Caesar, the Roman Emperor, who ruled over the greater part of the known world, wanted to find out how many people he governed that he might know the extent of his power, and how much he could tax his subjects. The Jews, who were subject to him, were to go to the city or town which was the home of their ancestors, and there give in their names and take an oath of fidelity to Caesar.

Now the townsfolk of Nazareth were a rough, quarrelsome set of people, easily moved to deeds of violence. They had such a bad name among their countrymen that it was an insult to call anyone a Nazarene. This decree of Caesar filled them with indignation. "Why should all

men be disturbed and set on foot for his foolish whim?" they cried. "O, that the Messiah would come quickly to free His people from the yoke of the wicked empire, and make all His enemies His footstool as David said!"

However, they had to make the best of a command which they dared not disobey. A Roman official went the round of the town, came to the little house at the bottom of the street, found that Joseph was one of the family of David, and ordered him off to Bethlehem, David's city.

Here was the sign for which Mary and Joseph were waiting. What matter if the order were roughly given, if in going to Bethlehem they seemed to be doing Caesar's bidding only; God was arranging all things for them. Their preparations were soon made; the few things absolutely necessary put together; Mary seated on the ass; the door of the little house fastened behind them; and then Joseph took the bridle in one hand and his staff in the other, and they set out.

It was the worst season of the year, the road was bad, the weather cold, and they had no conveniences for the journey. Again and again Joseph led the ass into the ruts by the wayside to make room for some of David's wealthier descendants, well clad and well mounted, and, like their poor relations, bound for Bethlehem. Not many words were spoken. There was much for both to ponder, and there was much to suffer. Each day's halt brought fresh anxiety to Joseph, for there were no inns on the road, and the caravansaries, or *khans*, were devoid of every comfort. They were merely enclosed spaces surrounded by sheds; four bare walls and a mat were all the accommodations provided; food, cooking utensils, bedding, travelers had to bring with them, or do without.

The two journeyed slowly, and the evening of the fifth day was closing in, when, grey and dim on the hillside, the walls of Bethlehem came in sight. Party after party overtook them on the road, all hastening forward to reach shelter before nightfall. Joseph looked at Mary and urged on the tired beast. What could he do if the place should be full! At last they reached the *khan*, situated on the hill, a little way below the town. A glance around showed them they were too late. Every place was taken. Beasts and baggage crowded up the central square. On every side was shouting, disputing, the bustle and confusion of a crowd of travelers who had everything to do for themselves. No one had time to attend to any business but his own, and Joseph's questions were roughly answered. He went back to Mary, whom he had left outside, and taking the bridle turned towards the city.

Night was falling as they passed within the walls, but there was light enough to see that it was full, full to overflowing. The better sort had long ago secured all that was to be had in the way of lodging. Poor people like themselves had little chance. Joseph searched diligently everywhere, but to no purpose. Wherever he saw a door open he hastened towards it; he pointed to Mary and held out his hand with the few coins he had left. But all in vain; everywhere the same answer: "No room."

Up and down the streets they wandered that bitter night. No one would take her in. Joseph's tearful eyes looked up into her face. She was utterly worn out, but the smile on her lips told of a peace within that no trouble of this world could disturb. What was he to do? It was no use trying any more. He brushed his sleeve across his eyes and led the ass carefully down the hill again.

It was quite dark now, and he had to hold his lantern low to keep a safe footing. A little way out of Bethlehem a cave in a chalk hill opened upon the road. He said to Mary: "Let us go in there." The cave narrowed into an inner and smaller one, which seemed to be used as a stable, for an ox was there standing over a manger. They went in. Mary dismounted and knelt down in a corner to pray. Joseph hung up his lantern on the damp

(Continued on Page 224)

# Schoolroom Hints

## HUMANE EDUCATION

FLORA HELM KRAUSE, Chicago.

Here is a suggestion for a program for Friday afternoon for seventh or eighth grades:

### PROGRAM

**Subject:** Persecution in American History and American Heroes of Humanity.

1. Opening (instrumental)—"The Stars and Stripes Forever" ..... Sousa
2. Talk or Composition....."Religious Persecution"

#### Why America Became Colonized

(What the Puritans did for Puritans, Lord Baltimore for Catholics, William Penn for Quakers, Roger Williams for all.)

3. Recitation—"Boston Hymn" (first four stanzas) ..... Emerson
4. Song—"The Pilgrim Fathers," (class)..F. Hemans
5. Talk or Composition....."Political Persecution"

#### Why the United States Became a Nation

(Washington, the warrior; Jefferson, the statesman; Franklin, the diplomat.)

6. Recitation—Hymn .....Emerson  
The one beginning—  
By the rude bridge that arched the flood,  
Their flag to April's breeze unfurled,  
Here once the embattled farmers stood  
And fired the shot heard round the world.
7. Extracts quoted from Declaration of Independence .....Class
8. Song—"America" .....Class
9. Talk or Composition ..... "Race Persecution"

#### Slavery in the United States

(What Wendell Phillips, William Lloyd Garrison, Harriet B. Stowe, Charles Sumner, John Brown and Abraham Lincoln did for the negro.)

10. Recitation—"Brown of Ossawatimie".....Whittier
11. Song—"Battle Hymn of the Republic"—Julia .....Ward Howe
12. Talk or Composition....."Persecution in Sport"

#### Some Forms of Cruel Pleasure in United States

(Pigeon-shooting, deer-stalking, fox-hunting, bull-fighting and shooting, fishing, trapping and game-fighting of any dumb creature. What Henry Bergh and George T. Tngell have done to protect animals against cruelty.)

13. Recitation—"The Wounded Curlew".Celia Thaxter
14. Reading—(see below.)
15. Song ..... "Don't Kill the Birds"
16. Quotation by Class—  
Oh may I join the choir invisible,  
Of those immortal dead who live again  
In minds made better by their presence; live  
In pulses stirred to generosity;  
In deeds of daring rectitude, in scorn

For miserable aims that end with self;

In thoughts sublime, that pierce the night like stars  
And, with their mild persistence, urge men's minds  
To vaster issues.

—(From "The Choir Invisible," by George Eliot.)

The reading for No. 14 on the program:—

"For the first time in papal history official announcement has been made by a pope on the subject of kindness to dumb animals, altho the Catholic church has always taught the virtue of pity to these often helpless wards of man. Pius X has issued a special blessing for all who 'Protect from abuse and cruelty the dumb servants given to us by God.'

"This blessing was issued simultaneously with the pope's expression of his warm approval of the excellent work accomplished by the Naples Society for the Prevention of Cruelty to Animals, which has a branch establishment in every important town and city thruout Italy."

## DEVICE IN GEOGRAPHY

There is more or less routine about school work, and this should be broken as often as possible by introducing the element of play into the lessons, especially in dealing with young children.

My pupils and I are now preparing a geography game from which we intend to derive much benefit and pleasure later on in the year when we need review.

The first year's work in the handling of a text in geography seems to be difficult for the children, and I find it necessary to use a great many devices to enliven the work and make it interesting to the children.

As we study each section of a country we write a list of five or six important statements about each of the large cities studied. Then its name is written at the head of the list of statements. The work is then copied on bristol-board cards. The game is to read one of the sentences, and the one who guesses the name of the city first gets the card. If no one can guess it when one sentence is read another is read until some one has it. The one who has the most cards wins the game.—A Subscriber.

## HELPS FOR CHRISTMAS

IVY I. FORSTER, Winona, Minn.

As Christmas time approaches one is quite bewildered by the multiplicity of articles which can be made by the children from inexpensive material.

A greater variety in decoration can be obtained from the use of watercolors. But the teacher without them need not despair. She has always ink, which can be used for decorations in scenes and for silhouettes for the little folks and stencils for our older pupils.

The silhouettes appeal to little folks. A Christmas booklet may be made attractive by marginal illustrations. "The Christmas Stocking," "My Toys," "What Santa Claus Is Going to Bring," "Santa's Footprints," "Story of Mr. Jumping-Jack," are a few Christmas stories. Book covers, blotters, boxes, cornucopias, etc., afford many places to use simple drawings of holly, fir and mistletoe. All these on Sheet I. may also be used for paper-cutting.

For the upper grades stencils may be put to a great variety of uses. A stencil is a strong sheet of paper out of which the design has been cut with a sharp knife. This cut-out design is placed over the cloth or paper on which the design is desired. By painting over this paper the paint touches the cloth thru the holes. When the paper is raised the design is thus applied to the cloth.

Do not have too many fine lines in the stencil. In Fig. 5 the design was cut in a mass, and when applied looked like 5a. With white ink or Chinese white put



## I. Plate I.

## Silhouettes. (lower grades.)



in the white line, which gives it the appearance of Fig. 5b. A more effective way is to trace with pencil the outline of the design; then it may be filled in to suit the individual fancy or artistic ability. (See two illustrations of the geese.) These designs may be applied to sides of a box, cover of a box, as Figs. 2 and 3, top of match-scratcher, portfolio cover, denim cover for magazine, cheesecloth or denim curtains or scarfs.

Cheesecloth or muslin or denim may be made into

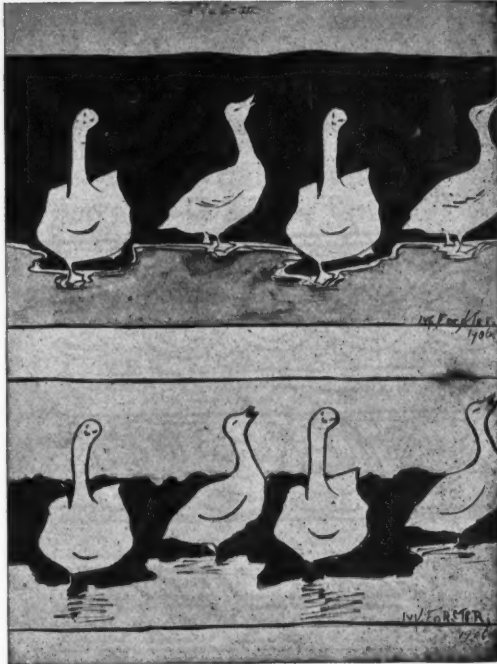
very effective but beautiful things—chair covers, flower-stand covers, curtains for cosy corners, etc. These may have a stenciled border and a design dotted over it. One end of a scarf made by a fourth grade boy is here shown. The chrysanthemums are orange, with dull green leaves.

Every one wishes to make presents, and a wise teacher secures better and more enthusiastic work during the rest of the day if she is wisely interested in the chil-

## Plate II.

## Upper Grades.





dren's presents. Gauge the ability of your pupils and do not give them construction work which exceeds their capacity.

A candy-box is always appropriate for Christmas. I think you can see plainly its construction from the figure. Be sure to cut on the heavy lines only; decorate squares No. 1, 2, 3, 4, 5 and the flaps of No. 5. Punch holes in Nos. 2 and 3, run ribbon thru these and tie over

the lid. Fold on light lines. Turn on corner squares for flaps.

A very effective decoration of holly is to cut out leaves of green paper and berries of red. The children will surprise you by the many good designs they will think out for themselves.

Many pretty things are made out of envelopes. Use white or cream envelopes. Put in two layers of fine cotton batting with sachet powder between them. Seal. With an appropriate sketch, design or greeting these make very charming sachet bags.

A pretty recipe book is easily made out of envelopes, with holes punched on the folded edge so that recipes may be slipped into them easily. This may also be used for clippings, as the collection of these is a mania with some people. The covers may be as elaborate or simple as you wish. Woven raffia, cardboard covered with paper or cloth decorated with water color, stencil or twine designs. These twine designs may be done in two ways. (1) The design may be pricked and sewed thru with a pretty colored twine. Some very difficult designs may be done very effectively in this way. (2) Trace the design with librarian's paste, taking care not to cross any line. Then lay your twine over the paste line. Blotter (a) was done by this method by a B III grade girl. Curved designs are better followed by using this second method.

Sometimes, if the article you are making is to be used during the entire year, by July one is thoroly tired of the holly and mistletoe, and a plain mechanical design is decidedly refreshing. The gift may be made Christmas like by slipping a pretty piece of holly under the wrapping paper, or painting it on the name card or card of greetings.

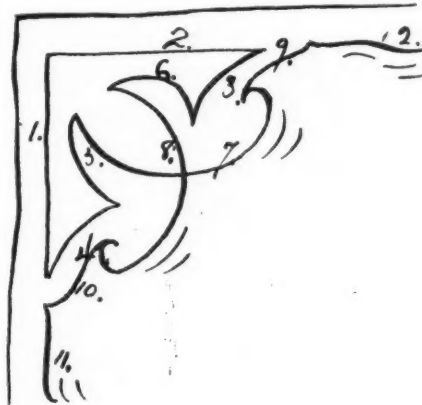
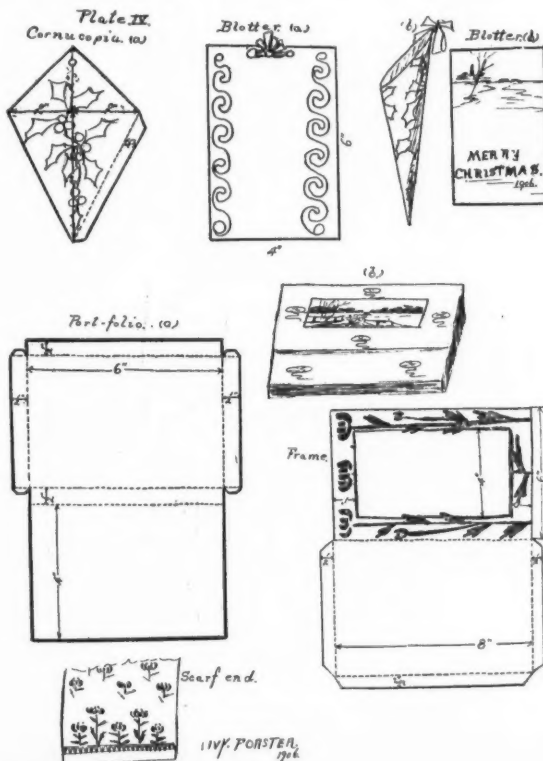
Five or six sheets of letter paper, with a pretty cover, make a desirable gift for one who keeps a list of books he has read. If your pupil is old enough to use mechanical tools easily, each page may be ruled into two parts, thus making four divisions when open.

Name | Author | Publisher | Remarks

Although bead-work is not as popular as it has been, some pretty designs may be made which are very cleverly used to decorate ends of scarfs, pocket-books, satchels and hand-bags. The beads are strung on fine wire instead of thread, which thus holds the design firm. Lay the bead design on the article to be decorated and with a few firm stitches hold it fast.

Designs at bottom of Plate VI. should be done in gold. The strokes should always be done similar to the numbered diagram shown herewith.

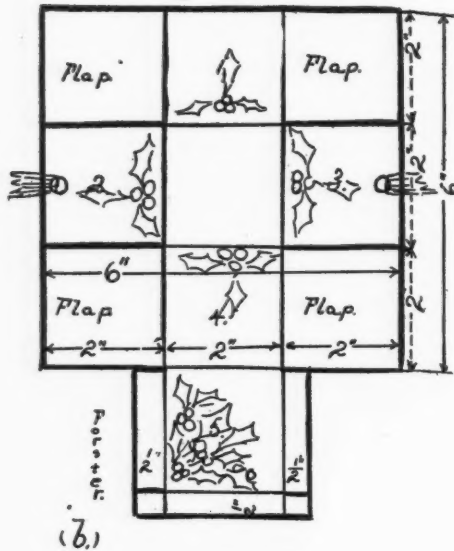
After the method has been explained to children they



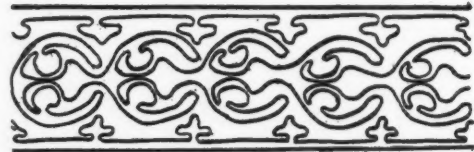
are very often able to originate designs for themselves. Wish you all a Merry Christmas and good luck with your Christmas presents.

## Plate VII.

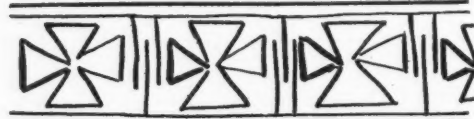
Candy Box. (a.)



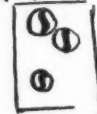
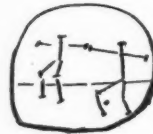
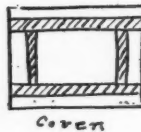
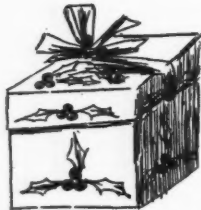
Paste + Twine Design.



Sewed Design.



Suggestions for Designs.



Corners of Boxes + Portfolios.





## Language and Reading.

### DECEMBER STORIES FOR PRIMARY CLASSES

EDITH M. PHEASBY, Brooklyn, N. Y.

#### NATURE STORIES

##### What the Wind Told Robin

"Good morning, Robin Redbreast," said the wind. "I thought I would call and tell you that winter is coming. It is time for you to make a long visit to the warm, sunny south. The flowers have all gone to sleep and the leaves have dropped down from the trees. The snow will soon be here."

"Will the snow hurt me?" asked Robin.

"The snow is very cold and you have no stockings nor shoes to keep your feet warm," said the wind.

So the robin started on his journey to the South-land.

##### The Squirrel Family

Mr. and Mrs. Squirrel lived in a hollow tree. They had five little ones who wore pretty gray coats. One day Jack Frost told Papa Squirrel that he would bring snow soon.

Mr. Squirrel hurried home to tell the folks. He said they must gather stores of food for winter.

The little squirrels all worked hard. They soon had great heaps of grain and nuts hidden away in their home in the tree.

In a short time the snow came, but the squirrel family did not care, for they had a nice warm home and plenty to eat.

##### Little Sparrow Brothers

Chippy and Peep were brothers. They were standing under the eaves in the sunshine one winter day, when an icicle dropped on Peep's back. He gave a little squeal and jumped.

"What was that?" said he.

"Why, don't you know, child?" said Chippy, "It was an icicle."

"What is it good for?" asked Peep.

"Good to eat, of course," said Chippy.

Then both little birds began to nibble at an icicle. They did not like it very well.

Peep said he would rather have an nice, fat worm.

##### The Snow Man

An old man came in our yard one day,  
He was stiff and strong, and he came to stay.  
His hair and whiskers were white as chalk,  
He had a cane but he could not walk.  
The dog barked at him—he never stirred,  
I spoke, but he answered not a word.  
For a week or more he stood there still,  
He was always pale and he grew quite ill,  
Thinner and smaller until one day,  
The poor old snow man melted away.

##### The Story of Jack Frost

One cold morning a little boy met Jack Frost.

"What are you doing, Jack Frost?" asked the little boy.

"I am here to do all my autumn and winter work," said Jack Frost. "I am going to stay for some time. First, I must paint the leaves. I will try to make them bright-red and gold. Then I must cover the rivers with a blanket of ice so that they may sleep all the winter."

"Sometimes I visit people. They know when I come for I make faces, feet and hands so cold. Often on winter nights I steal softly into their bed-rooms. While they sleep I paint pretty frost pictures on their windows."

"Well, good bye, little boy, I must be going. My work is waiting to be done so I must not stop to talk any longer."

Then Jack Frost quickly disappeared among the bushes.

##### How the Wind Works

"Oh, mother," said little Bessie, one day, "I am so tired of working examples. I wish I could be the sun or the moon or the wind. I'm sure they never have to work."

"Oh yes they do, my dear," said mother. "But I hear the wind whistling in the trees now. Let us ask him if he ever works."

Mother and Bessie walked out into the garden. "Please, Mr. Wind," said Bessie, "do you ever have to work?"

"Yes, my dear," said the wind. "I am blowing hard now for I have a long way to go. Some big boats out upon the sea are waiting for me. I must blow on their sails and push them along. The people on the boats want to get to the shore. I will go and help them."

"After that I will play with the children. They like to play with me. I blow the girls' hair about and I blow the boys' hats off. They think it is fun. I help the boys to fly their kites, too. They could not fly their kites without me."

"Then I must turn the mills round so they can pump up water for the horses and cows to drink. In the evening I rock the birdies to sleep in their nests."

"How busy you are," Mr. Wind," said Bessie. "I thank you for telling me about your work."

##### The North Wind Doth Blow

###### Part I.

1.

The north wind doth blow,  
And we shall have snow,  
And what will the robin do then?  
Poor thing!

2.

He will sit in the barn  
And to keep himself warm  
Will hide his head under his wing,  
Poor thing!

3.

"Oh, do you not know,  
He has gone long ago  
To a country much warmer than this."  
Poor thing!

###### Part II.

1.

The north wind doth blow,  
And we shall have snow,  
And what will the honey-bee do?  
Poor thing!

2.

In his hive he will stay  
Till the snow's gone away,  
And then he'll come out in the spring,  
Poor thing!

###### Part III.

1.

The north wind doth blow,  
And we shall have snow,  
And what will the children do then?  
Poor things!

2.

When lessons are done,  
They will jump, skip and run,  
And play till they make themselves warm.  
Poor things!

### The Snow's Work

"How softly you fall, snow. You fall very fast but you do not make a noise like the rain," said little Tom. "My flakes are fine and soft," said the snow. "They cannot make a noise. They fall fast because they must cover all the ground today to keep the little flower-roots warm. I do not want them to freeze this winter. I must fill the brooks, too. Then when the snow melts it will make all the water they need."

"I must cover the ground so the boys and girls can have a good time. I like to have them build snow-houses and make snow-men. I know they like to take their sleds and slide down the hills. What fine sport they have! Fathers and mothers like to take sleigh rides, too. I enjoy hearing the sleigh-bells ring, don't you?"

### What Johnny and May Did

Johnny and May had never seen snow. They were much surprised when they woke up one morning to find the ground covered with something soft and white. "Oh, mamma," they said, "see what lots of cotton rained down last night." They quickly dressed and ran into the yard.

The children picked up some of "the cotton." It was soft and pretty, but oh, so cold. Papa saw them playing. He told them the pretty white stuff was not cotton but snow. He said the snow would not last long.

In the afternoon mamma went to May's bureau for a clean apron for the little girl. And what do you think she found there? All the handkerchiefs and aprons and hair ribbons were piled in a wet little heap.

How could this have happened? Well, I will tell you. Little May had thought it would be very nice to save some of the pretty snow; so she had filled up all her bureau drawers with it.

Now little May knows that it is better to keep snow in the yard than in the house.

## CHRISTMAS STORIES

### Willie's New Coat

Willie wanted a new coat. He had written a letter to Santa Claus asking for one. He hoped the new coat would have many pockets in it.

Christmas morning came at last. Willie was taken to see the Christmas tree. How beautiful it looked with strings of pop-corn and tinsel! But the new coat—where was it? Had Santa forgotten? No, indeed. Willie soon spied a large, flat box. It lay under the tree.

He hurriedly opened it. There lay the coat. It was a fine coat with large brass buttons. Then he tried it on. Santa must have known his size, for it was a perfect fit. Willie thought he would see how many pockets there were. He put his hand into one pocket and pulled out a cent. He was much surprised to find it there. He then put his hand into another pocket. There he found a cent also. In each of the ten pockets he found a cent.

"Dear old Santa," said Willie, "how good you are! You not only gave me the coat but you even gave me some money to buy marbles to put into the pockets."

### What the Dog and Cat Put in Laura's Stocking

It was very late and every one had gone to bed—that is, every one but Jip and Pussy. They were sitting together on the rug in front of the kitchen fire. They were talking very earnestly to each other.

"Laura is the nicest little girl I ever saw," said Jip; "she never pulls my tail nor hurts me."

"And she never brushes a cat's fur the wrong way as some children do," said Pussy.

"She always sees that my bowl is full of water," said Jip.

"And my saucer full of milk," said Pussy.

"Do you know what I think?" said Jip. "I think we each ought to put something in her stocking."

"I think so, too," said Pussy. "What shall it be?"

Both the dog and cat thought for a while. Then Jip said, "I'll give her that bone the cook gave me yesterday. I hid it in the closet behind the flour-barrel."

Away trotted the little dog. Soon he returned with the bone. He looked at it longingly for a moment, then stood on his hind legs and dropped it into the stocking.

Pussy ran under the sofa. In a few minutes she came out again with a fat mouse in her mouth. She walked over to Laura's stocking, stood on her hind legs and dropped the mouse into it.

The next morning was Christmas. When Laura saw the presents in her stocking she burst out laughing. But she was very much surprised, too. She said Jip and Pussy were kind to her.

### Santa Claus

"Hurrah!" said old Santa Claus, running into his workshop where all the beautiful Christmas presents are made. "We must have one hundred more dolls right away. I have just heard about one hundred more little girls."

Then all the workmen laughed and began to work as fast as they could.

"We must make six hundred tops, too, for good little boys."

And the workmen who made tops all took their tools and said, "All right! we'll get them done if we have to work all night."

On Christmas day all the good children received their presents. Santa Claus did not forget to leave a package at the home of each child who had tried to be kind and helpful to others less fortunate than himself.

### The Old Clock

The old clock thought it was the prettiest thing in the house, especially at Christmas-time when it was hung with greens.

The children, Tom and Kate, had been making wreaths for some time. The old clock wondered which wreath they would put upon it.

When the time came the children took the largest and best wreath to decorate the clock. How pleased the old clock was! He was so happy he struck seven when he ought to have struck but six.

"Dear me," said Tom, "doesn't it seem a shame to waste our best wreath on this old thing? It is so ugly we must cover it up."

The clock was too much astonished to say a word. All at once it stopped, and, sad to say, it never went again.

### Christmas-time in Mouseland

One day Mrs. Mouse called her children to her.

"My dears," she said, "do you know that tomorrow will be Christmas day?"

"What is Christmas day?" said the little mice.

"That is the day," said she, "when people have lots of good things to eat. Now, my children, what I want you to do is this: Watch carefully at the hole leading into the pantry. I saw cook put six pies in there this morning. If pussy is not around take a piece of pie and bring it home. If you see anything else that looks nice try and get some of that also. We must fill our store-house today."

Away went the little mice. They peeped around but did not see pussy. Each one nibbled off a piece of the pie-crust and ran away with it. They made several trips. In the meantime Mrs. Mouse had been visiting the corn-bin. She had succeeded in carrying home several kernels of corn. Soon the store-house was full.

On Christmas day they had a party. All the mice in the neighborhood came. What a fine feast they had!

# Supplementary Reading

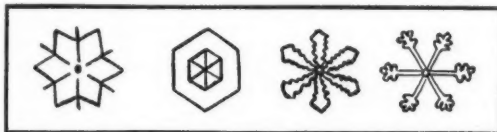
## DECEMBER READING LESSONS

### FIRST GRADE.—NO. 11.

LAURA R. SMITH, Platteville, Wis.

#### LESSON I.

This is December.  
See the snowdrifts!  
See the bright stars!  
Christmas comes in December!  
Santa Claus comes in December.  
It snows in December.



In December the stars shine.  
Look at the snowflakes!  
The snowflakes look like stars!

(Tell the Christmas story. Sing "Twinkle Little Star."  
Cut out snowflakes from white paper, paste on blue.)

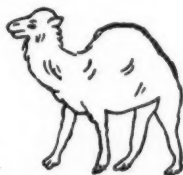
Copy—

Pretty little snowflakes,  
Covering up the grasses,  
Falling in the woodland  
Where the streamlet passes;  
Pretty little snowflakes  
Dancing down together,  
Call in fairy voices,  
"This is wintry weather."

(Draw a picture of a snow man, write sentences about it.)

#### LESSON II.

See the camel!  
The camel is very tall.  
Some camels have one hump.



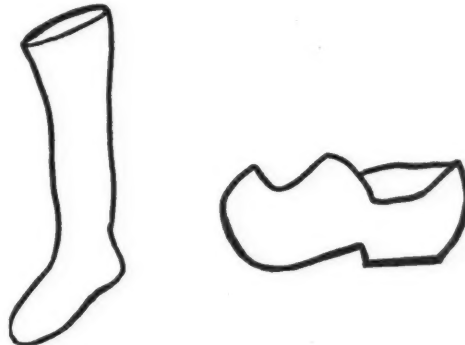
Some camels have two humps.  
This camel has one hump.  
The camel crosses the desert.  
The desert is very sandy.  
The camel will not need water.

He does not need water every day. Why?  
Can you ride on a camel's back?  
The Wise Men rode on camels.  
They followed the star.

What did the Wise Men find?  
What presents did they bring?  
Tell the story in your own words.  
What is made of camel's hair? (brushes, shawls, etc.)  
Write a story about a little Arab and his camel.  
Compare the camel and the horse.  
Could the horse travel over the desert? Why?  
Study the reindeer.

#### LESSON III.

See the big stocking!  
See the little shoe!  
The stocking is empty.



I will hang up my stocking.  
What shall I do with the shoe?  
The little Holland girl knows.  
The little French girl knows.  
They will not hang up a stocking.  
They will put out a shoe.  
Tomorrow my stocking will be full.  
Tomorrow their shoe will be full.  
Santa Claus will fill the shoe and stocking.  
We all love Santa Claus.

(Sing, "Hang Up the Baby's Stocking." Cut, draw and color stockings, make number stories with shoes and stockings as a unit. Study shoes, slippers, overshoes, of what made, etc. Write a list of presents that can go in a stocking. Write a list of presents too large for the stocking. Write a letter to Santa Claus; tell what you want for Christmas. Study words with opposite meaning and use in sentences, as, empty, full, dark, light, sour, sweet, new, old, narrow, wide, etc.)

#### LESSON IV.

Illustrate and write on the board  
I have a work-basket.





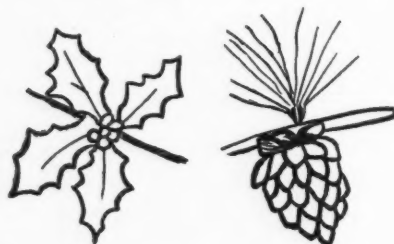
I have some spools in it.  
 I have black spools and white spools.  
 I have a thimble in it.  
 I have scissors in it.  
 I have needles and pins in it.  
 I will use my work-basket.  
 Have you a work-basket?  
 I will make a Christmas present.

(Draw pictures and write the names of everything in the work-basket. Tell what is in mamma's work-basket that is not in your own. Measure things with a tape-measure. Write as a copy, "A Stitch In Time Saves Nine." Write other proverbs.)

## SECOND GRADE.—NO. 11.

### LESSON I.

See the pretty holly!  
 It is Christmas holly.  
 I will make a wreath of holly.



The leaves are green.  
 The berries are red.  
 I will draw a border of holly.  
 See the pine-cone.  
 It came from the pine-tree.  
 The pine-tree is very tall.  
 The pine-tree has needles on it.  
 I will gather pine cones.  
 I will kindle the fire with them.

(Talk about evergreen trees, kinds, names, how distinguished. Read "The Fir Tree," Hans Andersen. Draw holly, pine cones and trees of various sizes. Make a winter scene and draw trees at various distances, show some stumps and an old fence, a house in the distance. Cut a Christmas tree and many toys.)

### LESSON II.

#### Christmas in Norway—(Yule-Peace)

Olaf Lives in Norway.  
 He lives in a cold country where there is much snow.  
 See the beautiful pine trees!  
 Olaf will go on snowshoes thru the woods.  
 He will cut down a pine tree. He will help decorate the tree for Christmas.  
 They will have candles, nuts and presents on the tree.  
 Olaf will put bunches of wheat out for the birds.  
 He will give the little a good supper. (Why?)  
 (They believe on Christmas Eve cattle turn to the east and kneel in memory of the Christ Child.)  
 Olaf will take a present to his friend next day.

He will throw the present in at the window.  
 (Read "The First Christmas Tree," by Henry Van Dyke.)

### LESSON III.

#### Christmas in Germany

Gretchen lives in Germany.  
 The streets are full of Christmas trees.  
 Gretchen will have a Christmas tree.  
 "Ruprecht" comes to the house where Gretchen lives. He says, "Have you been a good girl?" Gretchen's mother says, "Yes." Then Gretchen knows that she will soon have a present.  
 If she had not been a good girl the visitor would have left a switch!  
 Little Gretchen will have many presents.  
 She will have a spice cake to eat.  
 All the Christmas trees in Germany will be lighted again on New Year's Day.  
 I should like to visit Gretchen at Christmas time, wouldn't you?

(Study Christmas in other lands, read and tell stories about the other nations.)

In Holland children leave shoes by the fire. Their Christmas is on the 6th of December.

In Italy Mother Goose helps Santa Claus distribute presents.

Italian children find their presents in an urn.

In Spain children hide their shoes, they believe one of the Wise Men will fill them.

They have a great street parade, the kings ride on horses, and the people march.

In Russia the children dress up as animals and go from door to door seeking presents!

In Switzerland the children set a shoe outside the door to be filled by Santa Claus. They also have a Christmas tree.

In Austria the people have a great feast at Christmas time.

They cut a great log of wood for the fire.

They place candles in the window for the Christ Child.

In France the children have presents in a shoe.

Grown people rarely receive gifts in that country.

(Thru use of pictures, descriptions and stories make the children familiar to some extent with these various countries and make the "Christmas Story" alive with interest.)

### THE BIRDIES' BREAKFAST

#### (Kindness to Animals)

Two little birdies  
 One wintry day  
 Began to wonder,  
 And then to say,  
 How about breakfast  
 This wintry day?"

Two little maidens  
 One wintry day  
 Into the garden  
 Soon found their way,  
 Where snow lay deep  
 That wintry day.

They swept the snow  
 With a broom away;  
 They scattered crumbs,  
 Then went to play.  
 So the birdies had a breakfast  
 That wintry day.



## Geography and History.

### INDUSTRIAL GEOGRAPHY—III.

By AMOS W. FARNHAM, State Normal School,  
Oswego, N. Y.

#### The Amazon Valley

Note—The aim of this series of lessons is stated in Lesson I. Both lessons I and II throw light upon the plan of lesson III, which fits into a larger plan, viz., a preliminary study of "The World as a Whole."

The study of the Amazon Valley immediately follows the study of Mexico, which was taken up just after the study of Alaska. These lessons are in harmony with the accepted definition of geography, "The Study of the Earth in its Relation to Man," and are taught to children 8 years of age, provided their age tallies with their grade.

"Economic geography is the study of the world in which we live as a place in which to make a living. Another way of putting it is that it is the description of lands in terms of human usefulness."

"Almost every industry and every form of human activity is controlled by the physical conditions of the land in which the people live. The understanding of these relations is Economic Geography, and it is one of the shortcomings of our educational system that the study has not received greater attention."

"Private industry and investment also depend closely upon the information given by Economic Geography."

Twenty years ago there was a great rush of emigrants into western Kansas. They were unfamiliar with the economic geography of the region, and a quarter of a million of them attempted to make farm homes where it was impossible to do so. They were driven out bankrupt after years of labor, and eastern mortgage holders also lost millions. Economic geography is quite as important to the financier as to the representative of industry or government."—Quotations from Science, page 522, October 26, 1906.

The Amazon Valley embraces the lower portion of the Amazon Basin. It is traversed by the largest river of the world, which is navigable for large steamers twenty-two hundred miles from its mouth. The Amazon Valley is crossed by the equator, therefore by the equatorial belt of calms. This is called a calm belt, not because the air is motionless, but because the air is moving upward, consequently vertical objects do not offer resistance to the force of the current which they are obliged to do when the current is moving in a horizontal plane. Only currents of air moving in a horizontal plane are called winds. Hence regions of country not traversed by winds are called calm belts.

By referring to a good relief map of South America it will be seen that the Amazon Valley does not reach one thousand feet above sea level. Its whole eastern portion borders the Atlantic ocean.

The current ascending from the equatorial belt of calms is very warm and very moist. As the current ascends it expands because of diminished pressure (the

current supports less air as it ascends, just as each succeeding leaf of a book lying flat supports less weight as its position nears the upper cover). As the air expands it cools, as air escaping from a punctured bicycle tire expands and consequently cools. As the air cools it cools the water vapor which it carries down to its own temperature. The cooling of the water vapor condenses it until its particles are too large to be held by the rare atmosphere, hence they fall as rain which occurs in great quantities daily. The equatorial calm belt is bordered on the north by the northeast trade-wind belt, and on the south by the southeast trade-wind belt. The trade-winds blowing equator-wards blow from cooler to warmer regions, hence increase in temperature and consequently increase in their capacity for water vapor. Therefore the trade-winds are moisture gatherers. The trade-winds merge in the equatorial calm belt and contribute to it the greater part of the moisture which they have gathered thruout their course.

As the sun's rays that fall upon the equator vertically March 21 migrate northward until June 21, the equatorial calm belt migrates northward and carries its great heat and heavy rains with it; as it moves northward the northeast trades retreat and the southeast trades advance, carrying with them cooler and dryer climates. It is therefore easily seen that the two long, narrow strips bordering equatorial regions have alternating wet and dry seasons. These regions of alternating wet and dry seasons have not rainfall enough to support forest growth, but they are open, grassy plains.

The work on the Amazon Valley is introduced by a



RELIEF MAP OF SOUTH AMERICA

(From Tarr & McMurray's Complete Geography, by permission.)

In what portions are the highlands? Where are the highest? Locate the lowlands. Where is the greatest extent of lowlands?

consideration of rubber. Rubber erasers, rubber bands and other convenient and suitable rubber articles should be presented to the class. Children tell what each article is, what its use is, and of what each is made. (It is a little singular that the first use to which this substance was put was to rub out lead-pencil marks, hence the name rubber. And since it was first found in India it has been called India rubber.)

Children name articles of clothing made of rubber, tell in what weather such articles are worn, and state why rubber is better for these particular articles than some other material would be.

Note—Much help for this work will be found under the head of Caoutchouc (Ko-chuk).

Teacher states that our common rubber is the prepared elastic gummy sap of certain kinds of trees, of which there are a dozen kinds or more, all of which grow in hot regions having heavy rainfalls. Bring a rubber plant into the class-room. The most common of the India rubber trees found in homes and greenhouses is the ficus elastica of the East Indies. It is noted for its beautiful bright green leaves, six inches to ten inches long, oval-oblong, entire, thick, smooth, and glassy on their upper surfaces. Show pictures of different kinds of rubber trees, especially of the Amazon forests, also pictures of rubber trees "tapped," natives gathering the sap and smoking it over a fire of palm nuts (urucuri palm).

Children note the geographical environment of the rubber tree growing in its native home, the kind and quantity of clothing worn by the natives engaged in gathering the sap and preparing crude rubber for shipment, then determine the weather, and state what season of ours it is most like. Teacher tells them that where the rubber trees grow it is hot, wet weather thruout the year. One of the many places where rubber trees grow is the Amazon Valley.

Location of Amazon Valley on large globe by teacher, on individual globes by children. This great region of country is low, wet land on each side of the Amazon River, the largest river in the world. You have already learned about the Yukon River, a great river in Alaska, noted for its salmon fisheries, a river two thousand miles long; but this river, the Amazon, is three thousand three hundred miles long. It is not called the largest river in the world because of its great length, for there are two others that are longer, but because of its immense quantity of water that stretches out in its lower course like a great lake. At its main mouth the Amazon is fifty miles wide. Steamships can ascend the Amazon for a distance of two thousand two hundred miles from its mouth.

Great stretches of low, wet land border the Amazon on each side, the widest stretch being on the southern side. These lands are covered with forests in which the rubber trees are found.

Children trace with care the trunk stream of the Amazon, also its principal branches. Note its resemblance to a great tree lying prostrate on the ground.

Children look, point, and walk toward the Amazon Valley. Note on globe the direction of the Amazon Valley from Mexico and from Alaska. By what lines on the globe may we know due north and due south directions? By what lines may we know due east and due west directions?

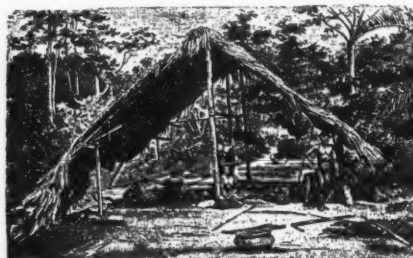
Measure on globe with a string the distance (as the bird flies) from the children's home to the Amazon Valley; to Mexico; to Alaska; children compare these distances and state which is farthest from their home; which is nearest to their home.

Note that Alaska is farther north than our home is, and for that reason has a colder climate; Mexico is farther south and, therefore, has a warmer climate. The Amazon Valley is still farther south, and is still warmer. It occupies a part of the warmest belt of the world. Note that rubber trees do not grow in our forests because our summer weather does not last all the year, and our rainfall is not sufficiently heavy.

The mean annual temperature for the growth of rubber plants is over 75 degrees Fahrenheit (what is the temperature of the room today? Compare) and the annual rainfall about 90 inches or 7½ feet. Measure this distance on the wall from the floor upward. Teacher explain what is meant by annual rainfall of 90 inches. What is the annual rainfall where this lesson is taught? Compare.

Trace the equatorial belt eastward around the globe. All of the great bodies of land passed thru produce rubber plants of some kind, notably the Amazon Valley, Kongo Valley, Sumatra and Borneo. See map of regions yielding rubber, page 143, Redway's Commercial Geography; page 120 Gannett, Garrison & Houston's Commercial Geography. See statistics of our imports of crude rubber, page 115, Adams' Commercial Geography.

By far the greater part of the crude rubber comes from the Amazon forests, and it is the best produced. It is shipped from Para (Pa-ra), and is known as Para rubber. Locate Para. Compare with the home city with reference to location, size, age. How may



AN INDIAN HUT ON THE AMAZON.

(From Tarr & McMurray's Complete Geography, by permission.)

rubber be brought from Para to New York, and rubber goods from New York to us? Routes traced on globes. Time required for transportation. Read "Para, the Metropolis of the Amazon," in Carpenter's South America."

The African and East Indian products are sent to European countries.

"The world's product is about 133 million pounds of crude rubber. Of this product the United States takes nearly one-half. The greater part is used in the manufacture of pneumatic tires, hose and overshoes. A large part is used for making waterproof cloth, and considerable is made into the small elastic bands for which there is a growing use."—Redway's Commercial Geography.

During one year the public school children of New York used more than five tons of rubber ink-erasers. Our cargo steamers carry kerosene, hardware, pine lumber and codfish to Para, and bring back cargoes of crude rubber to be used in our factories.

Children bring to class as complete lists as they are able to make of the different articles made of rubber. Children read their lists and name the use of each article. Children and teacher correct any errors made in list of articles and their uses. Children reproduce orally and in writing the climatic conditions which favor the growth of rubber plants, the manner of "tapping" the trees, gathering the sap and preparing the crude rubber for shipment. Children make pencil, crayon or brush drawings of a rubber plant, and use them to decorate the cover of their written reproductions. Read



"In the Land of Rubber," Carpenter's South America.

Teach the plant life of the Amazon Valley, its kinds, especially the kinds peculiar to the hot, wet portions: mahogany, rosewood and palm trees, Brazil-wood (the principal dye-wood exported), vanilla plant, cocoa tree, coffee tree, Brazil-nut tree, sugar cane, mandioca and cotton. Show pictures of the different plants, and specimens when possible. Which of these plants produce material for food? for clothing? for furniture? Where else have you learned that some of these plants grow? Of what region studied are these plants most like? Give reasons. Of which are they most unlike? State reasons for differences.

Teach the animal life of the Amazon Valley, kinds peculiar to the region: jaguar, bear, panther, monkey, parrot, humming-bird, boa-constrictor, turtle, alligator ("Large alligators may be frequently seen stretched motionless in the mud like trunks of trees"), and fishes of many varieties. Which of these are carnivores? which are herbivores? which are omnivores? Children pronounce, define and spell these terms. Make lists of each under respective headings. Compare with animals found in children's home region; in Mexico; in the land of the Eskimo. Reasons for differences, reasons for similarities.

The people of the Amazon Valley: In the forest region Indians principally; in the open regions bordering the forest region, negroes, mixed races, and a few whites. The Indians are mostly savages living in small tribes, among whom the Spaniards and Portuguese have established missionaries. The population is very sparse, averaging only one for every four square miles.

Show pictures of the different peoples of the Amazon Valley, and of their habitations. Note style and material of clothing, plan and material of habitation. Consider peculiar foods and means of travel.

Children make drawings of an Indian hut on the Amazon. Compare it with the Mexican's hut, the Eskimo's igloo, and their own houses.

A map of the Amazon Valley sketched from globes by children. Para located.

Summary of work on Amazon Valley in lecture room with lantern slides.

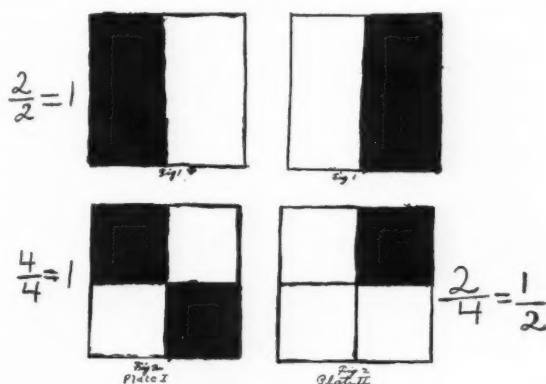
## Number and Arithmetic

### PRIMARY NUMBER WORK

MISS ADELLE PARSONS, Rochester, N. Y.

Before teaching the fractional parts of a unit a certain amount of material must be prepared by the teacher. A number of circles of uniform size should be cut from paper. Four inches in diameter is a convenient size; also a quantity of 4-inch squares. Strips of paper of varying lengths may also be used.

It is necessary that a stout manila envelope marked with the child's name be given to each pupil in order



that he may preserve his work from day to day to be kept for future reference and use.

In beginning the topic each child is given a circle or square, which he is to fold in the middle, thus dividing it into two equal parts. Scissors are then given to the class, each pupil cutting his circle or square on the fold just made. He is then instructed to lay the two parts together and thus form the original unit. (Sheet 1.)

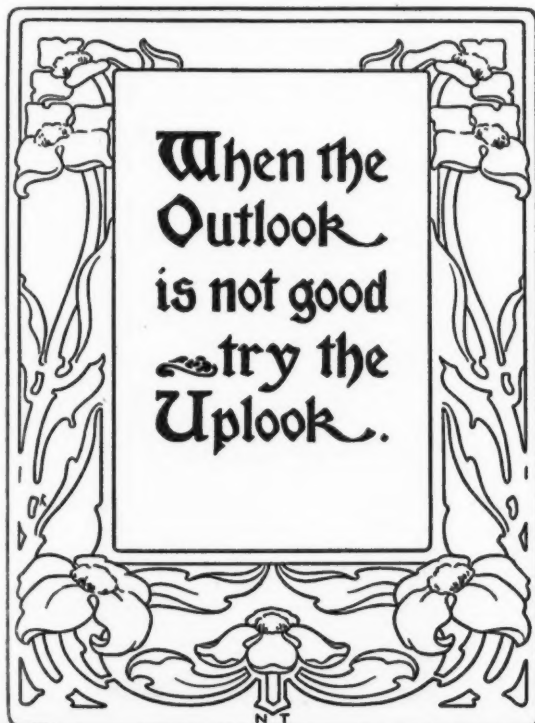
Questions are then asked by the teacher to draw out from the child in his own language what he has done; i. e., into how many pieces or parts he has cut the unit, the size of each part as compared with the others etc.

When the class comprehends and states that the circle and square have each been cut in two equal parts the teacher then explains that when a unit is cut in two equal parts each part or piece is called one-half.

The children are then given strips and triangles of paper, which they fold and cut in half. They are then directed to go to the blackboard and draw the figures they have just folded, and cut, dividing each in half with a line.

This lesson can not be taught in one recitation. To these little people it is all new and it must be repeated several times until they thoroly understand. The cuttings should each day be placed in the envelopes previously mentioned.

The next step is the division of the unit into fourths. The circle or square is first cut in half, each half being then divided into two equal parts. The pupils then place these pieces together and form the unit from which they were cut. (Sheet 1, Fig. 2.)



Questions on the work then follow until the teacher has secured the statement from the pupils that the unit has been cut into four equal parts. She then impresses upon them the fact that when a unit has been divided into four equal parts each part is called one-fourth. Some of the work of the previous lessons is then taken from the envelopes, and the comparative size of one-half and one-fourth of the same unit is observed. The children are then told to lay a square composed of fourths on the desk. Then they are told to form a half square from the fourths. (Sheet 2, Fig. 2.) They thus gain the knowledge for themselves that two-fourths and one-half are equal.

It is not necessary to elaborate further on the many questions which must be asked the little ones in order that they may see clearly what the teacher desires them to know. The material should be in their hands to refer to and use, and even after they are sufficiently familiar with the subject to discard the concrete it is well to have a chart in the schoolroom on which are pasted large squares or circles divided into halves, quarters and eighths (Sheets 3, 4, 5), the fractional parts of each being cut from different-colored papers, so that the lines of demarcation are plainly visible to the chil-

I have five half-circles. How many whole circles can I make from them?

To make the lessons on the fractional parts of units a success great care must be taken that the children are

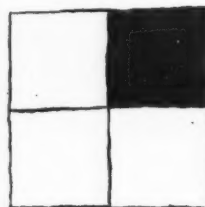
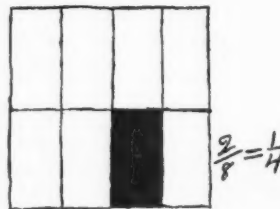


Plate V.

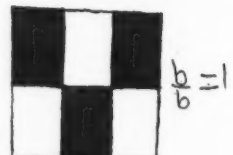


Plate VI.



Plate III

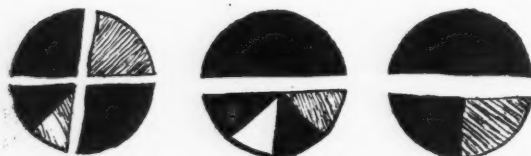


Plate IV

dren. The development of eighths follows that of fourths, the methods previously employed being used. (Sheets 5, 6.)

New material must be prepared before thirds, sixths and ninths can be developed. Either 3-inch or 6-inch squares should be used, and it will be necessary for the teacher to draw on them the lines on which the pupils must fold to divide the paper in thirds. It is impossible for them to fold the squares in equal parts without this aid. Sixths are next studied and compared with the thirds already cut, and last of all ninths are taken up in the same way. (Sheets 5 and 6.)

When the children thoroly understand what they have been working on they may begin to do some seat work with crayon and brush. They are instructed with the aid of their rulers to draw three 4-inch squares, dividing the first in half, the second in fourths and the third in eighths.

Simple oral problems may now be given on the subject just studied. For example, a baker sells me three cakes. I cut each one in fourths. How many pieces have I?

given sufficient time to thoroly understand each successive step. If this precaution is not taken the result will be a complete failure; but, with patience on the teacher's part and ample time given for the childish minds to grasp the subject, the result will repay the effort expended.



# Nature Study

## PAPER FROM COTTON STALKS

The manufacture of paper from the fiber of the cotton stalk is one of the latest inventions which are said to have passed the experimental stage. It is asserted that all grades of paper, from the best form of linen to the lowest grade, can be manufactured from cotton stalks. In addition to this a variety of by-products, such as alcohol, nitrogen, material for gun cotton and smokeless powder can also be secured in paying quantities. Mills for the use of cotton stalks in that way may become general in the cotton-growing states. It is estimated that on an area of land producing a bale of cotton at least one ton of stalks can be gathered. Upon this basis from 10,000,000 to 12,000,000 tons of raw material could be secured for the production of paper, which would increase the value of the south's cotton crop nearly \$10,000,000.

According to a letter in the Manufacturer's Record of Baltimore a company has been organized under the laws of Maine, with a capital stock of \$15,000,000, preferred and common, for the purpose of manufacturing pulp and paper from cotton stalks. Harvie Jordan, president of the Southern Cotton Association, has been elected president.

## THE ANT AND THE FLY

One day an ant and a fly were disputing as to which was the better insect.

The fly said: "You poor little black thing, you have to walk on the ground, while I can fly like a bird. Besides I can sit on the heads of princes or eat from their tables when I choose, but you have to eat two or three little grains of corn or wheat."

"Well, perhaps you do sit on princes heads sometimes," said the ant, "but they brush you off right away. Every one thinks you a bother. In the winter-time I can eat at my ease because I fill my storehouse in the summer, but you and your friends die from cold and hunger. I am only wasting my time now talking to you. Chattering will never fill my cupboard, so I'll wish you 'good-morning'."

## A FEW EVERGREENS

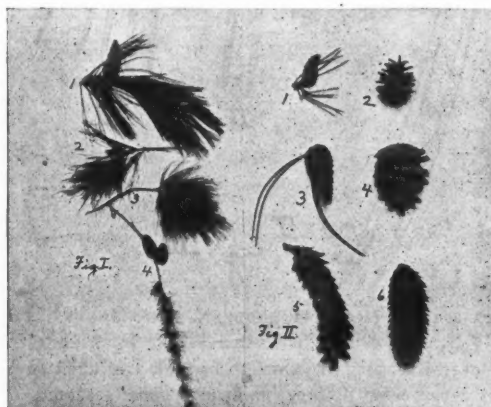
F. A. HARRISON, Brodhead, Wis.

A good class of trees for winter study is the evergreen. To some, the word evergreen about represents all there is to be known about them—green all the year. Most of us, however, are able easily to classify them under the more proper names: pines, spruces, firs, cedars, hemlocks and even include with these, the tamarack. Altho popularly called evergreen, probably a more descriptive name would be conifers. Conifers, meaning cone-bearing, or pines, is the family name usually applied to describe the class. Some of the most

interesting things (fertilization, etc.) to know about these trees are best studied in May and June, but on the other hand we can study now the leaves and the fruit, which on most other trees are absent during the winter.

## The Spruce

Let us start our study by examining the spruce. This is very commonly planted for ornamentation and is found in most parks. The tree has a central shaft and its general shape is conical. Its leaves are green, often bright green, about three-fourths of an inch long, and are thickly set all around the branchlets. The bark is a grayish brown, and rough on the trunk. The Norway spruce is the most familiar of the class, and is the tree most commonly found on the Alps and the mountains of other European countries. The large lateral branches extend at right angles from the trunk or are slightly drooping. Branchlets often hang, pendulous, from the main branches. The cones are four to six inches long, are erect when young, grow rapidly during the summer, becoming pendulous, scales opening after the heavy frosts of the first fall to shed the seeds. Other important spruces are the red, white and black



spruces of the Rocky Mountains. The cones of these are much shorter than the Norway spruce. The resin that gathers on wounds of the spruce is light brown, becomes hard and is used for chewing gum. Note the spruce cone, Fig. II., 6.

## The Fir Tree

The fir is often confused with the spruce, and they really do resemble each other in many ways. The balsam fir is most common. The general shape of the tree is conical, with a central trunk as in the spruce. The leaves are much the same in size and position, but are darker green or even bluish in color. On the older branches the leaves appear divided into two ranks along the sides of the branch. The bark is smooth even on the trunk, and of a grayish color. The exudation from wounds is transparent, or whitish when it hardens. The blisters that form are quite characteristic of the tree. The cones are from two to four inches long and cylindrical, much like spruce cones, mature in the fall of the first year. The chief points of difference from the spruces are the darker foliage, the gray and very smooth bark, and the sticky blisters that form at wounds.



## Hemlock, Cedar and Tamarack

For this article, we will consider the hemlock, cedar and tamarack briefly. The tamarack is shaped much like the spruces and firs. The color of its bark is light brown. The branchlets are thin and pendulous. The

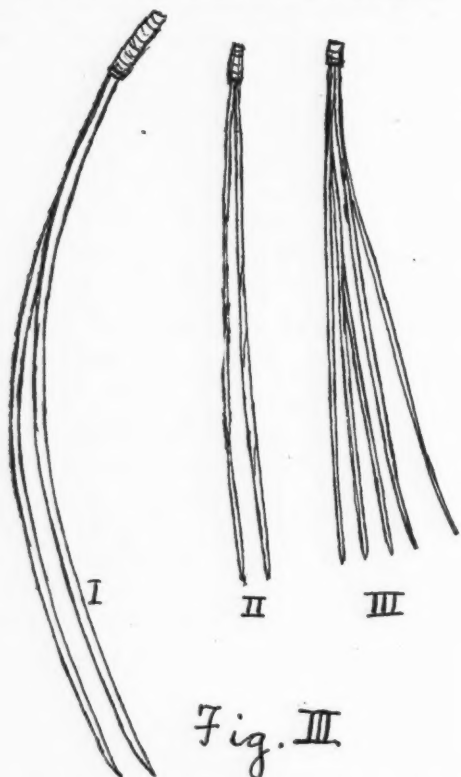


Fig. III

cones are short, almost globular, about an inch long, and a light brown. They often adhere to the branches for several seasons, in which case they are much darker from weathering. They mature in one season. The leaves of this tree are thin and narrow like those mentioned before, and of a soft, light green color. They occur, however, on little knobs on the sides of the branches, from twenty to thirty growing from a knob. They are deciduous also. The tree grows on low, marshy ground best. Note Fig. I., 4.

The hemlock is a large forest tree of the pine woods, and differs principally from the spruces and firs in the arrangement of its leaves. The leaves are short, not over half-an-inch long, are flat, and are arranged in single rows on the sides of the branchlets. The cones are short and mature the first fall.

## Pines

In the north central states the two most important kind of pines found are the white and the red or Norway. These have constituted the valuable timber forests of Michigan, Wisconsin and Minnesota, now nearly used up. Some scrub pine and other less important varieties, commercially, are found, as is also the Scotch and some related varieties which are set out for ornament.

The white pine is easily distinguished by its five, fine, dark-green leaves, to be found in every sheath. The

five leaves in a sheaf is characteristic of the white pine, at least in this region. The needles are from three to four inches long, and are held in a short sheath. They are very numerous on the ends of all small branches, making the foliage appear dense. The tree has the central trunk, but does not taper so sharply to an apex as does the spruce and fir. The branches and upper part of the trunk are very smooth, much like the balsam fir, and dark gray in color. The trunk and larger branches are rough and seamed, and in color, very dark. The cones are gray brown, and mature in the fall of the second year. They are cylindrical in shape, four to six inches long, something like the Norway spruce, but have broader and thicker scales. The cone is also slightly curved and pendulous from a small stalk. The tree grows to a great size, and is one of the most valuable of trees. Fig. I., 3, shows a small twig of the white pine. Fig. II., 5, a mature cone with scales opened, and Fig. III., 3, the five fine needles to a sheath.

The red pine, or as it is often called in lumber camps, the Norway pine, besides being one of the most valuable for lumber, is much sought after for decorative purposes. The tree in its native haunts often grows to seventy-five or a hundred feet in height, but for park purposes it rarely exceeds fifty feet. It has the characteristic central shaft with the top somewhat rounded. The bark is smooth and of a light brown color. On the large trunk the bark is a gray brown and somewhat scaly. The needles are much thicker than in the white pine, only two in number to a sheath, with the bases covered a half-inch by the sheath. They are from four to six inches long and somewhat curved. All of the branchlets are thick, nearly a half-inch, and thickly set with needles. Fig. I., 1, shows this thickness fairly well as compared with 2, the Scotch pine, or 3, the white pine. The length and thickness of the needles are also shown in Fig. I., 1, and Fig. III., 1. The cones in the autumn of the first year are closed tight, and are conical in shape. They mature fully by the second autumn, and the scales open to discharge the seeds. During the first summer the cones are green, but turn brown before winter. At this time they are about two inches long, very hard, and borne laterally on the branches. When the scales open the second autumn, the cones appear much broader. The scales at all times are hard and thicken at the extremities. Fig. I., 1, shows a cone borne sessile on a branch; Fig. II., 3, cone closed, first autumn; Fig. II., 4, opened, second autumn.

The Scotch pine is like the red pine in having two needles to the bundle. They are much finer, however, rarely three inches long, and grow upon a much slenderer branchlet. The needles are somewhat twisted, and are set into a comparatively long sheath. The needles are numerous at the ends of branchlets, but as a whole, the foliage does not appear as dense as upon the white or red pine. Fig. I., 2, and Fig. III., 2, show the general arrangements of the needles. The bark is light red or brown in color, and scaly. The branches show quite red due to the peeling of the thin, smooth scales. The cones are short, not much over an inch in length, and conical in shape. Like the red pine, the scales are thickened and hard, and only open the second autumn. Fig. II., 1, shows cone closed, first autumn; 3 opened, second autumn.

## Suggestions to Teachers

1. Gradually make a collection of small branches, needles and cones of each variety studied.
2. On a nice day take pupils out to observe the trees as a whole.
3. Be sure to watch the growth of new cones, etc., next May and June.

# School Entertainment

## CHRISTMAS WITH MOTHER GOOSE

By LAURA ROUNTREE SMITH.

### A Program for Primary Grades.

(An old woman sits in front of a large paste-board shoe, many little children peep from behind the shoe.)

Old Woman— I have so many children I don't know what to do, and now that Christmas is coming I am more troubled than ever. We have no chimney for Santa Claus to come down; in fact, I doubt if Santa Claus knows anything about my children.

Who would ever think of looking for children in a shoe?

Christmas is coming and a shoe full of children and no stockings and no presents!

Oh, dear! this is really dreadful!

I have so many children I don't know what to do!

(Children peep around the shoe and come out.)

First child—Merry Christmas! Merry Christmas!

Second child—Who said Santa Claus was not coming?

Third child—Will we hear his sleigh bells jingle, I wonder?

(Sleigh bells jingle softly while they sing.)

Tune—"Coming Thru the Rye."

1.

Soon we'll hear the sweet bells ringing  
From old Santa's sleigh,  
He is coming with his presents,  
Now, he's on his way!  
Patter, patter, go his reindeer,  
Prancing o'er the snow,  
Singing hurrah! 'This merry Christmas,  
Santa comes we know!

2.

Dear old Santa will bring presents  
For the girls and boys,  
In his pack he always carries  
Books, and games and toys.  
Jingle, jingle go the sleigh bells,  
With a happy tune,  
Jingle, jingle, merry sleigh bells,  
Santa's coming soon!

First—

Dear Santa Claus is coming  
At this merry Christmas time,  
If we're awake at evening  
We'll hear his sleigh bells chime;  
Dear Santa Claus will carry  
The very nicest toys,  
And he will bring fine presents  
For all the girls and boys.

Second—

And if we have no stockings  
To hang up by the wall,  
we will greet old Santa Claus,

And to him we will call,  
"Oh, Santa bring us presents,  
Just leave them in the shoe,  
We will say Merry Christmas,  
And sing hurrah! for you!"

Third—

Dear Santa Claus is busy,  
So many miles he'll go.  
His little reindeer swiftly  
Patter o'er the snow.  
Dear Santa Claus will bring us  
From out his heavy pack ,  
Just the presents that we want,  
Of toys he has no lack.

Old Woman—Dear children, Santa Claus will not come to us this year, because we have no chimney for him to come down!

All—Oh, oh, no chimney for Santa Claus!

Sing tune—"Oh Dear, What Can the Matter Be."

Oh dear, what can the matter be?

Oh dear, what can the matter be?

Oh dear, what can the matter be?

We have no chimney at all!

Dear Santa is coming to fill up the stockings,

Dear Santa is coming to fill up the stockings,

Dear Santa is coming to fill up the stockings

Of other wee girls and boys!

Old Woman—There, there, don't feel badly about it, I will call Mother Goose, perhaps she can help us!

(Exit Old Woman ,re-enter with Mother Goose.)

Mother Goose—Well, well, to be sure, something must be done.

Old Woman—I have so many children I don't know what to do!

Mother Goose—The first thing to do is to send all these children to bed!

Old Woman—My children do not like to go to bed!

All—We don't want to go to bed, we have no stockings to hang up—boo-hoo!

(Mother Goose waves her wand and the children slowly retire back of the shoe, then she and the Old Woman whisper a while and Mother Goose goes out. The old woman leans her head on her hand as she sits by a table and falls asleep. A voice from a distance says,

"Little Boy Blue, come blow your horn,  
The sheep's in the meadow,  
The cow's in the corn."

Boy Blue (entering)—Dear Old Woman, you may have my horn for one of your children; we will all bring presents; we are glad to help you.

(Same voice says in distance:)

"Little Bo-Peep has lost her sheep.  
And don't know where to find them,  
Leave them alone and they'll come home  
Wagging their tails behind them!"

Bo-Peep—See! I have brought a basket of candy for your children!

Boy Blue—Why, the Old Woman is fast asleep!

Bo-Peep—Poor thing, she has so many children she doesn't know what to do!

(Same voice in distance says:)

"Simple Simon met a pie-man,  
Going to the fair,  
Said Simple Simon to the pie-man:  
'Let me taste your ware!'"

Simple Simon—I would give my sieve to the old woman for her children but it never did hold any water!

Boy Blue—Ha! ha! Poor Simple Simon.

Bo-Peep—Go into the woods and get us a tree,  
Simple Simon.

(Exit Simon.)

(Voice in distance says:)

"Tweedle-dum and Tweedle-dee  
Resolved to have a battle,  
For Tweedle-dum said Tweedle-dee  
Had spoiled his nice new rattle!"

Tweedle-dee—We will give the children our nice,  
new rattle.

Tweedle-dum—See! it is a fine rattle, it is not spoiled.  
(Voice in distance says:)

"Little Miss Muffet sat on a tuffet,  
Eating some curds and whey;  
There came a spider,  
And sat down beside her,  
And frightened Miss Muffet away!"

Miss Muffet—Ha! Ha! No more spiders now, it is  
too cold! I have brought a pretty blue bowl for the  
children. I am too big to eat bread and milk now!

Boy Blue—Miss Muffet, were you not afraid to come  
here alone?

Miss Muffet—No, I am only afraid of spiders!  
(Voice in distance says:)

"There was an old woman of Leeds,  
Who spent all her time in good deeds,  
She worked for the poor,  
Till her fingers were sore,  
This pious old woman of Leeds!"

Old Woman—See! I have a great basket full of  
stockings. I have been knitting them all the year for  
these poor children.

All—Good! good! We will help you hang up the  
stockings!

(Re-enter Simple Simon with a Christmas tree. They  
all help decorate it with strings of popcorn and presents.  
They hang up the stockings, singing, "Hang Up the  
Baby's Stocking.")

(Voice says:)

"Jack be nimble, Jack be quick!  
Jack jump over the candle stick!"

Jack—Ha! ha! I have brought a new candle stick!  
(Exit Simon.)

(Voice says:)

"Humpty Dumpty sat on the wall,  
Humpty Dumpty had a great fall,  
All the king's horses and all the king's men  
Cannot put Humpty Dumpty together again!"

Humpty Dumpty—Some one seems to think I am  
always falling. Here I am safe and sound with a basket  
of eggs for the Old Woman's children!

(Simple Simon enters with stuffed cat.)

All—Where did you get the cat, Simon?

Simple Simon—I got it in the house that Jack built!  
(A number of children enter, each with dolls which  
they place in many of the stockings.)

Song—Tune, "Clementine."

1.

Dear old Santa Claus is coming,  
All the little children cry,  
And if we are awake at evening,  
We will hear his sleigh dash by.

Chorus—

Oh dear Santa! Oh dear Santa!  
Oh dear, jolly Santa Claus,  
We will shout a Merry Christmas,  
Jolly, jolly Santa Claus!

2.

Dear old Santa, we've a chimney  
Down which you may softly creep,  
All the stockings will be waiting,  
And you'll find us fast asleep!

Chorus.

Miss Muffet—

I am glad I have a chimney,  
Down which Santa Claus can creep,  
When he comes on Christmas eve,  
And we are fast asleep,  
He will fill our empty stockings full,  
With toys from top to toe,  
Dear Santa will remember,  
He always does, you know!

Boy Blue—

Dear Santa Claus, dear Santa Claus,  
All children love him well,  
How he creeps down the chimney small,  
We really cannot tell.  
And if he found the children here,  
All sleeping in the shoe,  
I think he'd like to step inside,  
And bring them presents, too!

Bo-Peep—

Oh, Santa is a jolly elf,  
He drives across the snow,  
His reindeer all are very swift,  
On Christmas eve, you know.  
Oh, Santa Claus will come tonight,  
He travels far and wide,  
He'll find our empty stockings too,  
Wait by the fireside.

Simple Simon—

Santa Claus is coming,  
He'll be here soon, I suppose,  
I'd not be a Santa Claus  
And get soot on my clothes!  
I fear I would forget some one,  
And then I'd fall asleep,  
My reindeer never would be swift,  
But o'er the snow they'd creep!

All—Hark! Santa Claus' sleigh bells! (Exit all.)  
(The sleigh bells ring for some time, then it is  
Christmas morning. The Old Woman wakes up and  
shouts, "Oh! ho! Santa Claus has been here!" The  
children wake up and shout, "Merry Christmas.  
Hurrah for Santa Claus!")

They dance around the Christmas tree, singing:  
(Tune, "Rig-a-Jig," in College Songs.)

Who filled our empty stockings here?  
Dear Santa Claus, dear Santa Claus,  
Who always comes just once a year?  
Our dear old Santa Claus!

Chorus—

Ring and swinging the sweet bells chime,  
The sweet bells chime, the sweet bells chime,  
At happy Christmas time.  
Heigho! heigho! heigho! heigho!  
Around the Christmas tree we go.  
Dear Santa Claus was here we know.  
Heigho! heigho! heigho!

## DECEMBER

With whisper and rustle and start and hush  
The dry leaves murmur on tree and bush.  
On somber pines, with bows bent low,  
Forsaken nests are piled with snow.  
The chickadees, alert for seeds,  
Chatter and cling to the swaying weeds,  
The snow drifts deep 'n the country ways.  
And short and cold are the cheerless days,  
Yet, fair on the brow of the frozen night  
The Christmas stars shine, large and bright.

—Sara Andrew Shafer, in The Outlook.



COMPOSITION AND LITERATURE.

By Sister M. Pauline, Convent of Mercy, Knoxville, Tenn.

December Work. Eighth Grade.

MATERIAL.

"Charge of the Light Brigade" and "Bugle Song"—Tennyson.

"Ben Hur"—Lew Wallace.

"A Dearie" and "Christmas Flowers"—Adelaide Procter.

"Now the Birth of Christ, etc."—Annie Field Weir.

"While Shepherds Watched Their Flocks"—Margaret Deland.

"Christmas in Other Lands," published by A. Flanagan Co., Chicago.

"Ring Out, Wild Bells"—Tennyson.

First Week.

On first day read to the class "Charge of the Light Brigade" and "The Bugle Song"—two gems of exactly opposite beauty, perfect in setting and finish. Contrasts the one with its cannon roar—its shot and shell—its valley of death with the other "airy, beautiful, fantastic." The one all battle smoke, confusion and deadly action the other full of peaceful quiet—only the sounds of the musical bugle and its answering and reanswering echoes break the stilly scene. Assign memory work.

SECOND DAY.

Tell the class how each poem came to be written. Historical foundation of "Light Brigade." Give a talk on the Crimean War, during which the fatal charge took place. "Owing to a misconception of orders Lord Lucan ordered Lord Cardigan, who had charge of the "Light Brigade," to attack the Russians at Balaklava. At first the blame was laid upon Captain Nolan, who delivered the message, but it has been proved, almost without a doubt, that Lucan himself was responsible.

Out of the 870 who rushed "into the jaws of Death," only 195 returned to tell of their heroic struggle.

The poem shows the sterling qualities of a true soldier—unflinching obedience, bravery in the face of death, and heroic self-sacrifice. It was written to immortalize the Six Hundred who astounded the world by their heroism. It was finished in a few minutes and the author sent a thousand copies to the soldiers with his compliments.

"The Bugle Song" was suggested to the poet by hearing the echoes of a bugle on the Lakes of Killarney. It is light and fantastic, with its sweet musical refrain.

Call for memory work.

THIRD DAY.

Have "Charge of Light Brigade" studied stanza by stanza. The first gives the command—"Forward the Light Brigade, etc."; the second shows the obedience unto death—"Theirs but to do or die, etc." The true meaning of the "Bugle Song" is the influence of soul upon soul for good or for evil—

"Our echoes roll from soul,  
And grow for ever and for ever."

FOURTH DAY.

Memory work. Pictures. Here are some suggestions: Scene of each poem. The "Valley of Death" lying between the hills alive with Russians, shut in at either end with the deadly living wall of the enemy. See the volumes of smoke—the war-clouds rolling dun overhead—the "flash of the red artillery!" Lo! the charge! Here is broad triple expanse of fairy Killarney. "Beauty's home, Killarney, ever fair Killarney." Here are "emerald isles, and winding bays" circling emurpled mountains; charming tinted waters; "All rich colors that we know tinge the cloud-wreath in that sky." Call for memory work of lines suggesting pictures.

FIFTH DAY.

Review preceding work and then give outline.

Second Week.

Now for the Christmas work. "All the air with song is ringing, With a harmony profound, With a soft, melodious sound Of the angels sweetly singing." Many a

time and oft have the children heard the "sweetly olden story, but perhaps after these lessons it may take on a deeper and truer meaning for them—beautiful lessons of humility and obedience; vanity of earthly pomp and glory; best of lessons of sincerity—Charity, the queenliest virtue of them all.

FIRST DAY.

Read or tell the Bible story of the wondrous birth. Suggestive talks: "He came unto His Own and His Own received Him not"; no room for Him; His humble and lowly birth; all things great are accomplished in silence—

"How silently, how silently,

The Wondrous Gift is given."

SECOND DAY.

Read "While the Shepherds Watched Their Flocks," by Margaret Deland. Dwell in detail upon the Holy Night of long ago; its calm and peaceful beauty; the glad hosannas of the angelic choir; the mute heavens awakened and resounding with triumphant echoes, the answering echoes; the answering earth uniting in an exquisite harmony.

"Alleluia!" O how the angels sang,

"Alleluia!" how it rang!

And the sky was bright with holy light,

'Twas the Birthday of a King."

The heavenly message—"Peace on earth, etc." Read Longfellow's "Christmas Bells." Assign for memorizing.

THIRD DAY.

Announcement to the shepherds on the distant hills; the grand burst of song; the eternal anthem of peace; the holy light which shone round about them; the angelic "Fear not, etc." "And wondering and fearing they went to adore the Saviour." Read selected parts from "Ben Hur," chapters 13 and 14.

FOURTH DAY.

First gifts; the gold frankincense and myrrh. Tell what each is. Significance—Charity, prayer, mortification. Pictures: "Holy Night on Judea's hill"; scene in the



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heavens, etc. Read "All the Birth of Christ, etc.," by Annie Field Weir. Give parts for memorizing.

## FIFTH DAY.

Review work. Outline.

"And this is the story of ancient days—

A story so often retold,

A story that never grows old."

## Third Week.

Christmas—its spirit and customs.

"There is Christmas music in the air—

The Christmas bells are ringing,

The very air is full of joy,

The Christmas tidings bringing."

Its love, its thoughts for others are beautiful as flowers. Read "Christmas Flowers," by Adelaide Procter. Give verses from it for memory work—Tennyson's "Ring Out Wild Bells."

## THIRD DAY.

Christmas customs continued. Memory work.

## FOURTH DAY.

Christmas greens: Holly emblematic of friendship and good will; mistletoe of good luck, peace and love; laurel, victory and joy; rosemary, remembrance.

## Suggestions for Talk.

The Druids: Use of holly and mistletoe by the Romans to charm away the evil spirits; the Legend of the Mistletoe; Legend of Holly.

Legend of Mistletoe: Previous to the death of Christ it was a tall and stately tree proudly rearing its head, "the tallest of the tall," but after its wood became the cross of the Redeemer the tree could not raise its head in the forest, nor would the earth again nourish it—and so it became a parasite.

Holly Legend: A long time ago the people complained to Dame Nature that when the frost came it left nothing to brighten the long and weary wintry hours.

"The earth is all too dreary,"

they cried. As an answer she held up the brilliant holly berries snow embossed. How well answered were the

people! Winter lost its melancholy and since that hour  
"Always shine the berries bright,  
Gleams the blush of Christmas holly."

## FIFTH DAY.

Christmas in the Church: The three Masses of the priest, and meaning; the "Adeste"; the lights and the music; the crib, etc. How beautiful is this sweet feast! Review and give outline.

## THE FIRST CHRISTMAS NIGHT

(Continued from Page 206)

wall. Its flickering light showed the moisture trickling down on every side, and all the foulness of a neglected Eastern stable. This was the place which from all eternity God had chosen for the birthplace of His only Son. And here at midnight the Son of God was born; *the Word was made Flesh and dwelt amongst us.*

Mary bowed herself down to adore. Here was the Messiah she had so longed to see. Here was Jesus who by bitter pain was to save His people from their sins. Oh, how soon He had begun His work, she thought, as she looked upon the tiny limbs that lay trembling on the straw. Yes, this was He who, Gabriel said, should be great and should be called the Son of the Most High. A Roman judge, struck by His meek majesty, will say to Him one day: "Whence art Thou?" All through the first Christmas night His Mother is asking Him this question, not because she does not know, but because she cannot get used to the wonderfulness of the answer. She knows He has come from the highest heaven, from the right hand of the Father to whom He is equal in all things. And still He is her very own Babe, crying for her, nestling to her like any other helpless child.

She adores Him as her God. And then she takes Him up in her arms, wraps Him up in swathing bands, and lays Him in the manger on a handful of straw, the best that Joseph can find about. She is grateful to the two animals which share it with Him and stand over Him warming Him a little with their breath. The

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Catholic School Journal—Dec.

words of Isaias come to her mind: "The ox knoweth his owner and the ass his master's crib, but Israel hath not known Me, and My people hath not understood." No one ever understood and pondered the Scriptures as she did, and the words of prophecy come to her one by one as she worships there. This tiny Child is the Leader of God's people whom Micheas said was to come out of Bethlehem; whom Ibsaias called "the Hidden God," of whom David said: "God shall come manifestly, our God shall come." She and Joseph kneel beside Him, and look, and look, and wonder at the great God become so small, and at the love that has brought Him—to this.

About a mile from Bethlehem and lying at the foot of the hill on which the little city stands is a field into which the shepherds of the neighborhood led their flocks at evening. All day the sheep roamed in safety on the hills, but as night drew on, when wild beats prowled about, they were brought down here. Eastern shepherds belong to the very lowest and poorest class of the people; their lives are hard, for they must guard their flocks all day and in all weathers, and lie out with them on the wet grass in the bleak nights of winter.

A company of shepherds was watching in this field when Mary and Joseph took refuge in the cave. And at midnight "behold an Angel of the Lord stood by them, and the brightness of God shone around about them, and they feared with a great fear. And the Angel said to them:

"Fear not, for behold I bring you good tidings of great joy that shall be to all the people. For this day is born to you a Savior who is Christ the Lord in the city of David. And this shall be a sign unto you. You shall find the Infant wrapped in swaddling clothes and laid in a manger.

"And suddenly there was with the Angel a multitude of the heavenly army praising God and saying:

"Glory to God in the highest, and on earth peace to men of good will.

"And it came to pass after the Angels departed from them into heaven, the shepherds said one to another:

"Let us go over to Bethlehem and let us see this word that is come to pass which the Lord hath showed to us.

"And they came with haste; and they found Mary and Joseph and the Infant lying in the manger. And all that heard wondered, and at those things that were told them by the shepherds."

Why were these men called before all others to worship the new-born Child? Because they were simple and docile, and patient under the many hardships of their rough lives. And because the Holy Child would teach us from the first this important lesson—that poverty is not a thing to be despised or to be ashamed of. It is a very painful thing, because it puts out of our reach

the comforts, conveniences and amusements which make life pleasant. We care far too much for these things. An apple was too great a temptation for Adam and Eve, and nice things in the shape of food, dress, scents, bodily enjoyment of every kind, are often and often too much for us, their children. Not that pleasant things always lead us into sin. But a life of ease and self-indulgence, in which such things abound, is always a dangerous life, because the body never says: "It is enough." It is always ready to indulge itself at the expense of the soul, and to get what it wants it will not stop at sin. We have to distrust it and to be on the watch always. This is why the poor are safer by far than the rich if only they bear their privations patiently.

Our Lord came on earth to show us the safest way to heaven, and to show us in the best of ways, by example. It cost Him a great deal to teach us in this way all His life, but He never thought of cost when He could Help us by it. And so He began at once, the very night He was born, to teach us the value of poverty, and to comfort the poor. How easily, after that midnight visit to the cave, the shepherds would bear cold, hunger, weariness, the want of nice, pretty, comfortable things such as the rich can get. "The little Babe Messiah had nothing of this kind," they would say to one another; "surely, then, we can do without."

And we who have comfortable homes, and pleasures in plenty, what lesson has the poor Babe of Bethlehem for us? This at least, that we must learn to honor the poor, who are most like Him, and to deny ourselves at times that we may have something to give to them in their need. We ought to be glad to serve them and work for them with our own hands, because they represent our Blessed Lord who will take as done to Himself whatever kindness or unkindness we show them.

See now why the shepherds were called first to the cave on the first Christmas night.—(From "Jesus of Nazareth," Benziger Bros.)

Laird & Lee of Chicago, the publishers of popular priced dictionaries for school use, have issued a reply to a pamphlet recently circulated by a competitor attacking their books. The Chicago publishers say: "The false and defamatory character of the statements made in this pamphlet is so apparent, and the malicious intent to injure us is so undisguised, that to any person acquainted with our publications a reply is wholly unnecessary. But inasmuch as the pamphlet may have found its way into the hands of some who are not familiar with our dictionaries, or who may not have tested their efficiency in actual educational work, a passing notice may not be out of place."



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## CARING FOR CATHOLIC STUDENTS

The Catholic Student movement at the universities of the country is growing wonderfully. The following facts have been collated:

Father Dooley has been appointed by Archbishop Farley to build a Catholic hall at Columbia university, New York City. He has been placed in charge of the parish and his special solicitude will be to care for the Catholic students. There are probably three hundred or more.

Rev. Charles O'Connor has been appointed assistant at St. Patrick's church, Iowa City, Ia., and he will have the spiritual care of the Catholic students attending the State University.

Bishop McQuaid of Rochester, N. Y., stands nearly ready to build a Catholic hall at Cornell University, Ithaca, N. Y., to afford church facilities for the large number of university students.

At the University at Champlaign, Ill., where the State University of Illinois is located, there is a project on foot to do likewise.

Archbishop Ireland has had for some time past a priest appointed whose particular duties are to care for the Catholic students of the University of Minnesota. At Columbus, O., the Catholic students of the university have organized a Catholic club.

Both Harvard and Yale have Catholic clubs for some years and special re-

ligious attention has been given to them. At Berkeley, Cal., Archbishop Kiordan is about to do something that will be both practical and effective for the large number of Catholic students.

At the Wisconsin State University, Madison, Wis., Father Hengell has been appointed chaplain for the Catholic students by Archbishop Messmer. He is now raising funds to build a Catholic chapel.

All these facts (and there are others), are significant of a widespread movement to follow the Catholic young man to the non-Catholic university and provide for him there.

For the first time in the history of Princeton University for Catholic students the attendance at Mass Sundays and holy days of obligation in the Princeton parish church is now compulsory. The old Presbyterian institution in this way gives recognition to the Catholic Church and proposes to look out for the interests of members of the Church attending college by causing them to attend to their spiritual duties.

The dean of the college, in order to enforce the new rule strictly, has instructed each Catholic student at the university to leave his name with Father Leahy, rector of St. Paul's every Sunday after Mass. The priest is to report the name of those attending to the dean, and by this arrangement the absentees become known and called to account.

If the United States should win all of its cases of alleged rebating now pending and the maximum fine should be imposed on each count of each indictment, it would wipe out the entire capital stock of \$110,000,000 of the Standard Oil Company. If the minimum fine is assessed, it will amount to \$8,098,000. These rebate suits, containing 8,098 counts, are entirely independent of the proceedings at St. Louis, which seek to dissolve the great Standard Oil system. If found guilty, each misdemeanor is punishable by a fine of from \$1,000 to \$20,000.

This has been a distinct plan of campaign on the part of the government, and so it comes, that if the suits instituted and successfully carried to the end, and the maximum penalty on each count inflicted, the capital stock of the Standard Oil company and its reserve will be wiped out of existence, and there will be an additional liability of \$50,000,000 or so, for the stockholders—Rockefeller, Rogers and the rest—to make good.

\* \* \*

Sixty thousand employes of great industrial and railroad corporations were last week granted increases in wages that will add millions to the annual pay rolls. One of the notable increases was that announced by the United States Steel corporation, by which its 30,000 unskilled workers will receive an addition of 10 cents per day to their wages after Jan. 1. The New York

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Central firemen were granted an advance averaging between 6 and 7 per cent as a result of the completion of the wage conference at New York.

Beginning Monday 30,000 cotton mill operatives at Fall River, Mass., work under a new scale, adding ten per cent to their wages. The Calumet and Hecla Mining company announced at Calumet, Mich., that, beginning Jan. 1, the wages of all its employees at the mines and stamp mills will be advanced ten per cent.

\* \* \*

St. Vincent's College theater, the \$150,000 playhouse which is nearing completion at Sheffield and Webster avenues, Chicago, is the only institution of the kind west of the Alleghenies. It is to be the home of the "uplifted drama." On its stage—which will be larger than the stage of any theater in that city—will be produced oratorios, operas, concerts and high-class plays, including the lessons of religion and morality. No vaudeville shows, ballets or minstrels will be permitted. The dramatic and musical clubs of St. Vincent's parish, including the Thespian society and the Shakespearean society, will give many of the performances. Edward McGilgan, formerly with the Bush Theater, will be the manager and Rev. P. V. Byrne, president of St. Vincent's college, will be general director of the productions.

\* \* \*

Ground was broken recently at Notre Dame University for a new building, which, according to the plans, will be one of the largest and finest structures on the college campus. The building will be 150x175 feet in dimensions, will be four stories in height, and built of brick. The general plans are those of a regular college building, providing for class and recitation rooms. The building will be used for the music department and will occupy an historic spot on the banks of St. Joseph's lake.

\* \* \*

It has been announced at Notre Dame church, Chippewa Falls, Wis., that Alex. B. McDonnell had donated \$50,000. for the erection of a high school building for Notre Dame parish. The building will be named "The McDonnell Memorial High School," in memory of the late Mrs. Alex. B. McDonnell, Emily McDonnell and Donald McDonnell. The gift has been duly accepted by Bishop Schwebach.

\* \* \*

Gov.-elect James H. Higgins of Rhode Island, is an Irish-American. He is a graduate of Brown University and of the law department of Georgetown University. In 1898 his speech won Georgetown the joint debate which its debaters had with the debaters of

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## The Catholic School Journal

Wisconsin University on municipal ownership. Gov.-elect Burke of North Dakota, is also an Irish-American and a Catholic.

Eight of the thirty-three cities of Massachusetts have Catholics in the mayor's chair. And now Providence, the largest city of Rhode Island, has P. F. McCarthy as its mayor. He was born in Ireland, and is a member of the Knights of Columbus.

\* \* \*

In the November elections the following congressmen, who are believed to be Catholics, were elected: Illinois, J. T. McDermott; Massachusetts, J. F. O'Connell; Michigan, James McLaughlin; Montana, T. J. Walsh; New Jersey, G. H. Burke; New York, J. J. Fitzgerald, Daniel Riordan, M. E. Driscoll, William H. Ryan; Pennsylvania, J. T. Lenihan, J. F. Burke; Wisconsin, J. W. Murphy.

\* \* \*

The Academy of the Sacred Heart of Mary, conducted by the Dominican Sisters at Eighth and Virginia avenues, Washington, D. C., has filed suit for \$25,000 damages in the District Supreme Court against the Philadelphia, Baltimore and Washington Railroad company. The sisters complain of damage to their property and the furnishings of their house which they allege was caused by the smoke and cinders emitted by about fifty locomotives, which, they say, pass and de-pass their school at all hours of the day and night. It is claimed in the declaration that the company unlawfully converted the public reservation in front of the academy into a freight yard.

\* \* \*

A bomb was exploded in St. Peter's church at Rome, on Sunday, Nov. 18. The edifice was crowded and an indescribable scene of confusion followed. There were no fatalities. As soon as the echoes of the tremendous roar had ceased, a canon sought by reassuring words to quit the people, but in vain. They fled in all directions and a number of women fainted. Women and children screamed and men tried to protect their families in the crush. The church is so large, however, that there was ample room for the crowd to scatter and no one was injured. No trace of the perpetrator of the deed has been found.

\* \* \*

One-fifth of all the bishops in the Church now belong to religious orders, that of St. Francis heading the list with thirty-seven. The society of Foreign Missions comes next with thirty-five. The total number of bishops is about 1,500.

\* \* \*

Among the bequests of Samuel Lewis, the recently deceased Jewish money lender of London, now payable on the death of his wife, is one of \$100,000 to the nuns of Nazareth House, Hammer-smith.

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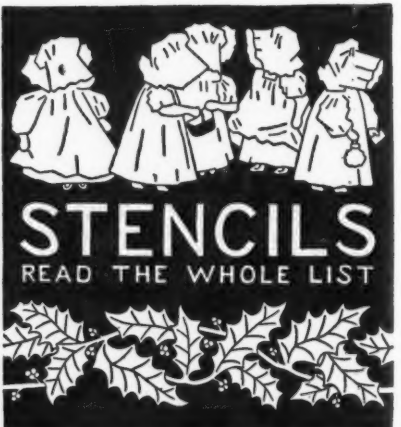


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The Sisters of the Holy Names of Jesus and Mary have bought a 50-acre tract of land at Oswego, Ore. It is the intention of the sisters to establish an academy and college on this property. The present buildings owned by the sisters in the city of Portland and used for school purposes, are inadequate for the needs of the ever-increasing number of students.

\* \* \*

Hereafter the history of Ireland will be taught in the parochial schools of Sioux City, Ia. Seventy-five copies of the text-book on the subject have been paid for by the Ancient Order of Hibernians and the Ladies' Auxiliary of that city, and donated to the pupils free of cost.

\* \* \*

At the fifty-second annual session of the Public School Teachers' Institute of Montgomery county, Pa., recently, prominent in the audience was the group of teachers from St. Patrick's parochial school, Sisters of the Immaculate Heart, eleven in number, who occupied specially reserved seats in the second row, directly in front of the platform. The sisters were present as the guests of the institute, upon invitation sent them by the executive committee through County Superintendent Landis.

## PUBLISHERS' NOTES.

The Christmas number of Benziger's Magazine eclipses any of its previous holiday issues. Since its beginning, this Catholic home monthly has been steadily winning a unique place in Catholic home circles. It is always improving and in this issue is "better than ever." The illustrations truly deserve to be called magnificent, from the very first one, accompanied by a beautiful poem by Marion Ames Taggart, all the way through.

"Christmas with the Poets," "Our Christmas Customs," "Winter Sports," and "Along the Riviera," comprise the carefully selected articles—each of which is handsomely illustrated. The stories, too, display an artistic fitness.

Father Finn is represented by a drama in three acts: "The Haunt of the Fairies." There are words and music for two beautiful Christmas hymns; "A Christmas Antiphony," verses by Marion Ames Taggart. "Rose of the World," an intensely interesting serial by M. C. Martin, runs into its seventeenth chapter, with a synopsis of the chapters preceding.

There are, also, all the usual departments—"Current Events," an exceedingly good "Woman's Realm," and a brilliant page of "Games and Amusements for the Young Folks," with "Prize Competitions," etc., etc. The subscription of Benziger's Magazine is only \$2.00 a year. It will make an ex-

ceptionally good Christmas present. Benziger's Magazine, 26 Barclay street, New York City.

\* \* \*

The publishers of Webster's International Dictionary have just issued a handsome, thirty-two page booklet on the use of the dictionary. Sherwin Cody, well known as a writer and authority on English grammar and composition, is the author. The booklet contains seven lessons for systematically acquiring the dictionary habit. While it is primarily intended for teachers and school principals, the general reader will find much of interest and value. A copy will be sent gratis, to anyone who addresses the firm, G. & C. Merriam company, Springfield, Mass.

\* \* \*

Teachers who desire to keep posted on present day developments in the manufacturing and scientific fields, will find The Technical World of Chicago, a very interesting and helpful publication. Profusely illustrated and offering a great variety of matter in its table of contents, this magazine, selling as it does at \$1.00 per year, is well worth the price. Unlike other periodicals dealing with science and mechanics, the articles in this magazine are written for the general reader and technical terms and forms of description are avoided as much as possible.

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\* \* \*

On a recent Sunday Bishop Carroll, of Helena, Mont., announced to the congregation of the Sacred Heart Cathedral that Miss Sarah Power, of that city, had made a donation of \$5,000 to found a scholarship in the preparatory school for young men of the diocese who wished to study for the priesthood.

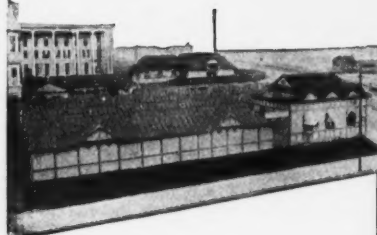
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Father Francis Xavier Wernz, the new general of the Jesuits, is planning a tour of the world, to visit all the society's institutions. He will be the first general to take a prolonged journey.

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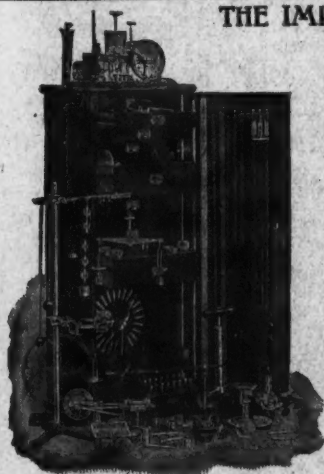
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